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ABSTRACT

This guide was developed to help career guidance counselors and administrators improve their programs by adapting the best practices from exemplars and other models and by using standards suggested by national groups. The guide includes the guidance and counseling framework that the National Center for Research in Vocational Education uses for identifying exemplary programs on all educational levels, a list of benefits of comprehensive programs, national standards and state models, and an inservice model for improving career guidance programs. It also includes resources to help in the improvement process, such as related legislation, exemplary programs, worksheets, a glossary defining 18 words, and a bibliography that contains 99 references. (KC)

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National Center for Research in
Vocational Education

University of California, Berkeley

A Guide for Improving Career Guidance Programs

Carolyn Maddy-Bernstein
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University of Illinois at Urbana-Champaign

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Lynn Jensen and Dawn Kay, Utah State Office of Education, and Judy Petersen, Granite School District and Granger High School, allowed us a closer look at how the state implements its comprehensive career guidance programs. We visited with energetic individuals and looked at outstanding programs in the following schools: Provo High School, Lehi High School, and Fairfield Junior High School. We have used some of the materials from these schools for this guide.

In December 1998, several individuals participated in a focus group discussion and provided initial comments and suggestions about the form of this publication. The focus group participants were Cynthia Edwards and Dan Farrow, Marion County Tech Center, Marion, South Carolina; Rhea Nell Harper and JoAnn Walter, Central High School, San Angelo, Texas; Jeri R. McGraw, McKinney, Texas; and Ken Harriman, Elko High School, Elko, Nevada.

On June 29, 1999, we conducted a one-day Post Conference Workshop during the 1999 ASCA Convention in Phoenix, Arizona. Participants of the workshop received copies of handouts that became part of this guide. This guide was revised based on the overall feedback about that workshop.

Participants of the workshops we completed in San Diego, Baton Rouge, and Miami-Dade used the materials that became part of this guide. Their comments and feedback about the materials and the workshop procedure helped in the further revision of this publication.

Finally, many of the materials used as samples and examples in this guide are from the application packets submitted by the exemplary programs. We are grateful for the willingness of these programs to share their materials. The address and contact persons for each of the programs is available in Chapter 4.

The following exemplary career guidance programs were included in this project:

Career and Technology Education Guidance and Counseling Program
Garland Independent School District
Garland, Texas

Career and Technology Education Career Guidance and Counseling Program
Katy Independent School District
Katy, Texas

Career Guidance and Counseling Program
Caddo-Kiowa Vocational Technical Center
Ft. Cobb, Oklahoma

Project Soar—Success Opportunities through Articulated Resources
Metro Tech
Oklahoma City, Oklahoma

Springdale High School's Career Guidance and Counseling Program
Springdale Public Schools
Springdale, Arkansas

Area Vocational Guidance and Counseling Program
Elgin/New Leipzig Public Schools
Elgin, North Dakota

Career and Technology Education Guidance and Counseling Program
Birdville Independent School District
Haltom City, Texas

Career Guidance and Counseling Program
School District of Flambeau
Tony, Wisconsin

School-wide Counseling Program to Support Tech Prep
Elk Grove High School
Elk Grove Village, Illinois

Van Buren Intermediate School District's Comprehensive Career Guidance Program
Vocational-Technical Center
Lawrence, Michigan

Kuna Career Counseling Program
Kuna High School
Kuna, Idaho

The Career Connection's Foundation: The Career Planning System
Volusia County Schools
DeLand, Florida

Comprehensive Career Guidance and Counseling Program
Zapata High School
Zapata, Texas

Rich South High School: Horizon Program
Richton Park, Illinois

Dorchester District Two Career Development Initiatives
Summerville, South Carolina

La Crosse Central High School Guidance/Career Center
La Crosse, Wisconsin

Career Development Center
San Joaquin Delta College
Stockton, California

Allied Jobs Program
Northeastern Oklahoma A&M College
Miami, Oklahoma

The Pathway Program
St. Petersburg Junior College
St. Petersburg, Florida

Student Services/Counseling Program
Renton Technical College
Renton, Washington

Shared Counselor Partnership Program
North Harris College
Houston, Texas

Career Planning and Employment Services
Parkland College
Champaign, Illinois

Lewis and Clark Community College: Career and Employment Services
Godfrey, Illinois

Tony Goetz Elementary School Career Guidance and Counseling Program
Muskogee, Oklahoma

EXECUTIVE SUMMARY

A comprehensive developmental career guidance and counseling program helps students understand themselves, explore the career options available to them today and in the future, and make realistic academic and career plans and decisions. It also results in an increased interest in learning. The purpose of this guide is to assist those who want to develop or improve their career development programs by adapting the best practices from exemplars and other models and using standards suggested by national groups. Relevant information includes the guidance and counseling framework that the National Center for Research in Vocational Education uses for identifying exemplary programs, benefits of comprehensive programs, national standards and state models, and an inservice model for improving career guidance programs. Finally, resources to help in the improvement process such as pertinent legislation, exemplary programs, references, and worksheets are included.

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INTRODUCTION

Educators are constantly searching for better ways to serve students—from striving for students to achieve academic and technical skills; to helping them understand themselves and their direction in life; to meeting their emotional, social, and mental needs. But educators must avoid creating a hodgepodge of uncoordinated and scattered programs and services characterized by unnecessary duplication of efforts and failure to reach our nation's diverse student population. Educational institutions should strive for a comprehensive, developmental program designed to serve the *identified* needs of all students. A coordinated, comprehensive program also ensures that weaknesses and other problems can be easily identified and addressed. In light of recent violent episodes in our nation's schools, educators face increasing pressure to connect with *every* student. One means of meeting this challenge is through the provision of a comprehensive developmental career guidance and counseling program that serves K-12 students and those at the adult level. Such a program will help students understand themselves, explore the career options available today and tomorrow, make realistic academic and career plans and decisions, and increase student interest in learning.

Background

This 1999 National Center for Research in Vocational Education's (NCRVE) Career Development Project was funded to (1) assist selected urban sites in implementing comprehensive career development programs and (2) produce a guide on best practices addressing the benefits from comprehensive programs, how others can replicate these programs, and providing contact information for additional assistance and resources. In order to accomplish the first goal, we designed a professional development program to enhance the work of schools seeking to improve career development programs. This guide is the fulfillment of the second goal.

The first steps in accomplishing both goals began by searching the literature on professional development, school reform, and leadership for school change; conducting focus groups; and meeting with the Project Advisory Committee both as a group and through a number of phone discussions with individual members. In addition to the Project Advisory Committee members, who are recognized state and national leaders in the field of career guidance and counseling, U.S. Department of Education staff provided guidance and attended at least one meeting of the Project Advisory Committee. (Appendix B contains a list of the Project Advisory Committee members and U.S. Department of Education staff who participated). The following organizations cosponsored the professional development program:

- U.S. Department of Education
- American School Counselor Association
- Association of Career and Technical Education

- Association of State Career Development Guidance Supervisors
- University of Wisconsin–Madison, Center on Education and Work

Since 1994, the Office of Student Services and the Career Development Project at NCRVE's University of Illinois site has worked with the U.S. Department of Education, and the organizations listed above to identify exemplary career development programs. To date, 24 programs have been identified. While there had been a concerted effort to encourage other sites to adopt/adapt these programs and practices through traditional inservice efforts, those efforts did not result in widespread adoption of the identified programs.

During 1999, the Career Development Project focused on designing and implementing an in-depth professional development program to assist schools to develop or improve their comprehensive career development programs. Drawing from the research on facilitating effective change in schools as well as our work on exemplary programs, the staff developed an inservice program to help schools adopt or adapt the exemplary programs and practices identified over the last five years. During the summer and fall of 1999, we field-tested the professional development model at three urban sites (San Diego, Baton Rouge, and Miami-Dade public schools). In all, we worked with a total of 12 teams, each team consisting of 4-15 members. Chapter 3 contains information on the inservice model developed through this project.

The material in this monograph is based on

- our work in identifying exemplary career development programs at the NCRVE, University of Illinois site.
- the exceptionally rich career guidance and counseling/career development literature available today.

Overview

The purpose of this guide is to assist those who want to improve their career development programs by adapting the best practices from exemplary career guidance and counseling programs. We begin by presenting in Chapter 1 a definition of career development, the guidance and counseling framework that the NCRVE uses for identifying exemplary programs, and a short discussion of the benefits of comprehensive programs. Because most exemplary programs are based on researched and widely accepted models, we present in Chapter 2 a summary of national standards and guidelines. We also include an example of a state career guidance and counseling model.

In Chapter 3, we show the professional development model for improving career development programs and strategies that schools can use as they implement their career development program plan or improvement effort. Chapter 4 includes a variety of resources for developing or improving programs. Finally, the worksheets participants used during workshops to plan better career development programs are included in Appendix A, and a listing of the Project Advisory Committee members and the U.S. Department of Education staff is included in Appendix B.

CHAPTER 1. COMPREHENSIVE CAREER DEVELOPMENT PROGRAMS

It is generally accepted that *career development* is a lifelong process which incorporates general education, occupational training, and work, as well as one's social and leisure life. According to the National Career Development Guidelines (Kobylarz, 1996; NOICC, 1989), a career guidance program . . .

- is identifiable but integrated with other programs within the institution.
- enhances the career development knowledge, skills, and abilities of all students by establishing program standards.
- uses coordinated activities designed to support student achievement of the standards.
- supports the delivery of the program through qualified leadership; diversified staffing; adequate facilities, materials, and financial resources; and effective management.
- is accountable, with evaluation that is based on program effectiveness in supporting student achievement of the career guidance and counseling standards. (NOICC, 1989, p. 1)

Gysbers and Henderson (1994) submit that guidance programs (1) have characteristics such as student outcomes, activities, and processes to assist students in achieving these outcomes, professionally recognized personnel, materials and resources, and evaluation techniques; (2) are developmental, providing activities on a regular, planned, and systematic basis to assist students to achieve specified competencies, and comprehensive, providing a full range of activities and services such as assessment, information, consultation, counseling, referral, placement, follow-up, and follow-through; and (3) feature a team approach in which all school staff are involved (pp. 31-32).

Clearly, good education programs have elements other than those directly related to the program activities. Elements such as administrative support and parent involvement may not always be apparent but are usually an integral part of good programs. Thus, the National Center for Research in Vocational Education (NCRVE) researchers set forth the following criteria as a framework for identifying or developing exemplary career development programs (Maddy-Bernstein, 1994; Maddy-Bernstein & Cunanan, 1995; Wermuth & Phelps, 1990).

The Guidance and Counseling Framework

The framework for identifying exemplary guidance programs consists basically of four clusters of components: (1) program delivery, (2) the collaborative and articulation efforts, (3) the leadership and support given the career guidance and counseling

program by the institution (e.g., school principal, community college administration, policies that support the program), and (4) evaluation (see Table 1).

Most of the first set of components—*Career Guidance and Counseling Program Plan*—are adapted from the National Career Development Guidelines (Kobylarz, 1996; NOICC, 1989). According to a Department of Labor publication,

> there is widespread agreement that career guidance, properly implemented, addresses three broad competency areas involved in the career development process. [The author notes these competency areas abound in the literature and are reflected in the National Career Development Guidelines.] Ideally, career guidance programs will enhance:
>
> - Self-knowledge and self-awareness: Conscious examination of personal values, interests, and goals [including the assessment program];
> - Educational and occupational exploration: Presentation and integration of information and experience; and
> - Decision-making and career planning: Understanding the interrelations between the self and the world and developing skills to make realistic choices and rational decisions. (Allum, 1993, p. 9)

Chapter 2 contains information on the standards and guidelines for career development programs. While addressing the needs of diverse student populations should be inherent in all the elements of exemplary guidance programs, the two other components in this cluster are included to emphasize the need to serve all students. In addition, support services (e.g., peer counseling program, volunteers) and a strong career information delivery system enrich guidance programs.

The second group of components—*Collaboration, Articulation, and Communication*—stresses the significance of forging strong partnerships with parents, businesses, teachers, and community organizations. Effective career guidance and counseling programs have substantial community and business support.

The third set of components—*Institutional Support, Leadership, and Program Evaluation*—are typical of any good program. Such programs have strong administrative support, financial assistance, a comprehensive professional development program, and qualified personnel.

The final group of components—*Evaluation*—is also typical of outstanding programs. Assessing and evaluating program effectiveness must be continuous and include a variety of techniques. Formal follow-up of program completers and early leavers is necessary for program improvement.

TABLE 1

National Center for Research in Vocational Education's Components of Exemplary Career Guidance and Counseling Programs

A. Career Guidance and Counseling Program Plan
   1. Assisting Students/Clients To Achieve Career Development Competencies
   2. Addressing the Needs of Diverse Student Populations
   3. Program Support Services

B. Collaboration, Articulation, and Communication
   1. Family/Parental Involvement and Support
   2. Faculty/Staff Involvement in Career Guidance and Counseling Program
   3. Intra- and Interagency Collaboration
   4. Collaboration with Business

C. Institutional Support, Leadership, and Program Evaluation
   1. Institutional Support
   2. Facilities
   3. Financial Support
   4. Guidance Personnel Qualifications
   5. Professional Development

D. Evaluation
   1. Evidence of Program Effectiveness
   2. Follow-Up of Program Completers and Noncompleters

Source: Maddy-Bernstein and Cunanan (1995), p. 14

Benefits of a Comprehensive Program

Why should schools develop a comprehensive career development program? What benefits will the students get out of a comprehensive system? These are questions often asked by teachers, counselors, and administrators and rightly so. Educators in recognized exemplary programs assert that assisting students in their career planning is a common sense approach to education. Comprehensive programs offer the following benefits to the students:

- All students are served—no one falls through the cracks. A comprehensive program ensures that all students receive the attention/services they need commensurate to their needs. These programs also help schools keep track of every student so no one is overlooked or forgotten. The *WE* program at Zapata High School, Zapata, Texas, uses the advocacy strategy to ensure that each and every student has an adult advisor with whom they interact at least twice a week throughout the year outside of their classes and other school activities (see *Best Practices: Advocacy* on p. 6 of this guide). In other schools, mentoring and similar programs offer students an adult role model and someone with whom they can discuss issues confronting their daily life.

- Comprehensive systems address individual needs—not all students need the same services. Although comprehensive programs offer a full range of activities and services, not all students need the same kind or level of services. These programs use a variety of assessments to determine the student's needs, as well as interests, abilities, and aptitudes and can offer appropriate services. For example, some students may need more one-on-one counseling, others may need help with post-high school transition, while others may require referral to other service providers.

- Mismatch between students' post-high school plans and the education/training requirements of top jobs—necessitates good career education and planning. Provo High School in Utah reports that 98% of its incoming freshmen indicate they plan to get at least a bachelor's degree and attend a university after high school. Yet, only 30-35% of the students who graduate actually obtain postsecondary education (Ward & Evans, 1998). The *1997 Digest of Education Statistics*, published by the National Center for Education Statistics, shows that 77% of 12th graders expect to go to college right after graduation; yet, only 50% of them graduate. This points to a need for more guidance and instruction on career planning—something that comprehensive programs do.

The *National Career Development Guidelines: K-Adult Handbook 1996* (Kobylarz, 1996) further lists the following benefits of career development programs: (1) reducing individual risks by promoting higher self-esteem and improving social adjustment; (2) preparing individuals for the changing workplace by increasing their understanding of the relationship between education and employment; (3) increasing program accountability by evaluating program components through regular assessment of individual achievement; and (4) promoting program coordination and articulation by defining a sequence of delivery for program activities, reinforcing learning from previous levels and reducing duplication of services.

In Muskogee, Oklahoma, the Tony Goetz Elementary School's exemplary career guidance and counseling program has a component called Job Experience Program for Elementary Students (JEPES) (see boxed article *Job Experience Program for Elementary Students* on p. 5 of this guide). After only one year of implementation, school staff reported the following outcomes:

- 88% of the 4th and 5th grade students chose to be a part of JEPES, completed the necessary paperwork, and were hired.
- 90% of the students felt this program helped them to be better students.
- 90% felt that this experience would help them make better decisions in the future regarding career choices.
- 17% drop in behavior problems in just one year.

In addition, the school reports a 9.4% increase in math and 4.8% increase in reading scores in the national standardized test.

The state of Utah began implementing a comprehensive guidance program model in 1989 that strongly emphasized development of the Student Education Occupational

Plan (SEOP). A total of 240 schools had implemented the model by 1998. The Office of Education commissioned two surveys: the first in 1994 to gather detailed information about actual SEOP practices and products, and the second in 1997 to determine the impacts of more fully implemented comprehensive guidance programs on the SEOP process and related indicators. The latter study concluded that more fully implemented comprehensive guidance programs have had positive impacts on all aspects of the SEOP process as well as other aspects of guidance in the schools. Successes were reported in the following areas: placement of district and state SEOP policies, increased parent support and involvement in the SEOP process, more available and accessible career exploration activities, increased amount of time counselors spend working directly with students, and increased student participation and interest in the SEOP process. Table 2 summarizes the benefits for students, parents, teachers, administrators, local boards of education, business representatives, and guidance personnel that have been reported by Utah schools implementing a comprehensive counseling and guidance program (Utah State Office of Education, 1998).

Job Experience Program for Elementary Students (JEPES)
Tony Goetz Elementary School
Muskogee, Oklahoma

JEPES is a career awareness unit developed by school staff that integrates the National Career Development Standards and school-to-work components with the Oklahoma State Department of Education PASS objectives. A project designed to "employ" all students in 4th-5th grades, it is a social studies unit that provides students with actual job experiences, including the application and résumé writing process, interviewing, actual hiring, completion of time cards, and an actual paycheck. The unit helps promote school pride and student responsibility, lowers discipline problems, and helps students explore school-created jobs as possible career options. It also promotes positive social interaction between students and the business world, thus fostering a better relationship between school and the community.

Subjects Covered: Social Studies, Language Arts, and Math

National Career Development Guidelines Met: Competencies I - XII

PASS Objectives Met: Social Studies: 4th grade—IV and VI, 5th grade—III, IV, and V; Language Arts: I, II, and III; Math: I, II, III, IV, VI, VIII, and X

Age/Grade Level: 4th-5th grades

Activities: Students will research and learn about various careers; learn how to complete necessary paperwork to apply for a job; participate in a job fair; have an opportunity to apply, interview for, and work at a school-created job; learn how to complete and turn in time cards relating to their jobs; receive, manage, and have an opportunity to spend their student paychecks; and learn various job duties as well as general job requirements such as punctuality, responsibility, cooperation, and teamwork.

Materials/Supplies Needed: Mock paperwork—cover letter to parents explaining the program, application, résumé, job descriptions, student time cards, payroll checks, or play cash, interview sign up sheets, interview question sheets, and appointment cards. Items for students to purchase with paychecks may vary depending on students' preferences—privilege passes, pizza, toys, school supplies, and so on.

For more information about JEPES, contact Pam Bradley, Principal, 2412 Haskell Boulevard, Muskogee, Oklahoma 74403; (918) 684-3810.

Best Practices: Advocacy

by Carolyn Maddy-Bernstein, NCRVE, University of Illinois site, and Velma Garza, Zapata High School

Background:

Zapata, Texas, is a rural border town in an economically disadvantaged area with a school system boasting a 0.6% dropout rate for 7th-12th grades and a 94% attendance rate. The presence of a very supportive administration and caring teachers and staff make school a welcome place for Zapata youth. Zapata High School is a school that has consciously worked to try different ways to help students become successful. School personnel have actively participated in initiatives that promote a better school environment for the students.

Zapata High School is a recipient of the 1997 National Exemplary Career Guidance and Counseling Program award from the National Center for Research in Vocational Education and the U.S. Department of Education Office of Vocational and Adult Education.

The Advocacy Program:

Zapata High School runs an advocacy program called *WE*. The program is coordinated by the guidance staff but each teacher and administrator serves as an advocate who is responsible for 13 to 17 students for the four years they are in high school. Groups are assigned alphabetically by their graduating class. Teachers give up one conference period every two months to meet with their advocacy groups. Advocacy meetings take place for 1½ hours every other week on Wednesdays. The classes meet on a rotating period by period schedule (e.g., first Wednesday meeting is held during the first period, second Wednesday meeting is held during the second period, and so on).

During advocacy meetings, teachers and students work on the career development curriculum and other age appropriate activities to meet the career, educational planning, and social needs of every student. The program uses a four-year developmental career guidance and counseling plan/timeline. Several commercial curricula are used that vary according to grade level. For example, teacher advocates working with seniors use the *A.P.P.L.E. Resource Guide: Applying Practical Principles for a Lifetime of Employment*. A variety of activity books are also used to enhance the different curricula. Activities from the *National Career Development Guidelines* for 9th-10th grades and 11th-12th grades are incorporated into appropriate grade-level lessons. When appropriate, teachers refer students to counselors. In addition to the career development curriculum, the advocacy groups are structured to help students increase self-esteem and self-understanding. The school has a strong staff development program to prepare faculty and staff to discuss other age-appropriate topics such as dating violence and date rape.

(continued next page)

BEST PRACTICES: ADVOCACY, CONTINUED

Another feature of the program is the requirement for each teacher advocate to make a yearly visit to the home of each student in his or her advocacy group. The visits, which are dubbed "REACHING OUT," are designed to provide *positive* feedback to parents on their children. Teachers complete a short form describing the outcome of the visit. To provide continuity and better understanding of their students, the advocates work with their assigned students until they leave high school.

The advocates and students sign a contract that details the commitment of the advocate and the responsibilities, as well as commitment of the students. For example, the advocate agrees to provide instruction in a variety of areas, a positive and safe environment, and a commitment to be present at meetings and home visits. The student agrees to honor the meeting dates and to come on time with an open mind and a positive attitude. Students also fill out an evaluation form that provides feedback about the lesson or topic and recommendations for improving or retaining the topic in the curriculum.

Counselors and administrators support the teachers in this program by providing the curriculum, videos, computer software and materials, and print materials. They also serve as substitutes when teachers are absent. While teachers started the advocacy program with some reluctance and many doubts, they have grown to believe it is an extremely worthwhile activity that improves student behavior and increases teacher morale. Clearly, students are being served and the program is very popular. On the program evaluation, the students frequently request the program be offered on a weekly basis. While student attendance has increased significantly since the implementation of the program, it is interesting to note that students and faculty have close to perfect attendance on advocacy meeting days.

National Career Development Guidelines (1989) is published by the National Occupational Information Coordinating Committee.

A.P.P.L.E. Resource Guide: Applying Practical Principles for a Lifetime of Employment is a 1995 publication of Curtis & Associates, Inc., Kearney, NE.

This article was published in the Winter 1999 issue of *Career Watch*, a publication of the American College Personnel Association.

TABLE 2

Benefits of Comprehensive Counseling and Guidance Programs as Reported by Utah Schools

BENEFITS FOR STUDENTS

1. Guarantees guidance services to all students.
2. Promotes a developmental approach in sequencing guidance activities.
3. Increases the opportunity for counselor-student interaction.

BENEFITS FOR PARENTS

1. Provides support for parents regarding their child's development.
2. Establishes a system for a student's long-range planning.
3. Increases opportunities for parent-counselor interaction.

BENEFITS FOR TEACHERS

1. Encourages positive, calendared activities and supportive working relationships.
2. Promotes a team effort to address developmental skills and core competencies.
3. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

BENEFITS FOR ADMINISTRATORS

1. Creates a structured program with specific guidance content.
2. Provides a means for measuring effectiveness of guidance programs.
3. Enhances community image of the guidance program.

BENEFITS FOR LOCAL BOARDS OF EDUCATION

1. Presents the rationale for including guidance as a comprehensive program in the school system.
2. Provides district patrons with current data regarding student competencies obtained through guidance program efforts.
3. Establishes a basis for determining guidance funding allocations.

BENEFITS FOR BUSINESS, INDUSTRY, AND LABOR

1. Provides increased opportunity for collaboration and active participation among counselors and business, industry, and labor communities.
2. Increases accessibility to the counselor.
3. Prepares a potential workforce with decisionmaking skills, pre-employment skills, and increased worker maturity.

BENEFITS FOR GUIDANCE PERSONNEL

1. Defines a clear role and function that are educationally based.
2. Eliminates nonguidance functions and revitalizes a professional identity.
3. Provides a tool for program management and accountability.

Source: Utah State Office of Education (1998)

CHAPTER 2. STANDARDS FOR CAREER DEVELOPMENT PROGRAMS

Those who want to develop or improve their career development programs are fortunate to have a wealth of research-based, field-tested standards and models as guides. Several individuals and organizations have invested a great deal of time and effort to put together comprehensive models that include not only the content but the organization and processes that can be used to implement a successful career guidance program. The majority of exemplary programs we have seen use one or a combination of models and standards to develop their program. This chapter presents a brief description of these models. Because most programs also utilize the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies as a basis for their activities and/or curriculum, we have included the skills here as well. Finally, at the end of this chapter, we present the Utah State Model for Comprehensive Counseling and Guidance which is based on two standards.

Standards and Models

The National Career Development Guidelines. The NOICC launched the National Career Development (NCD) Guidelines initiative in 1986. Its purpose is to strengthen and improve comprehensive, competency-based career counseling, guidance, and education programs. The NCD Guidelines' model for a comprehensive career development program consists of three elements: (1) content, (2) processes, and (3) structure. The content is defined by competencies, which are broad goals for career development, and indicators, which describe specific knowledge, skills, and abilities that individuals must develop to achieve a competency. These are organized into three major areas: (1) self-knowledge, (2) educational and occupational exploration, and (3) career planning (see Table 3). Standards state how and at what level or rate individuals will achieve a specific indicator. They are established by the educational institution, agency, or business organization and represent local decisions and circumstances. Processes are approaches used to actually deliver the program content, and structure is the framework that supports the program's activities (Kobylarz, 1996).

National Standards for School Counseling Programs. In 1997, the American School Counselor Association (ASCA) published the book *Sharing the Vision: The National Standards for School Counseling Programs* (see Campbell & Dahir, 1997). This book offers a definition of school counseling programs, its goals, components, and benefits. More importantly, it presents the standards for three student development areas—(1) academic, (2) career, and (3) personal/social—and the competencies which define the specific knowledge, attitudes, and skills that students should obtain or demonstrate as a result of participating in a school counseling program (see Table 4).

In *Vision into Action: Implementing the National Standards for School Counseling Programs*, Dahir, Sheldon, and Valiga (1998) provide school counselors with the direction and guidance to implement the standards through a five-phase process: (1) discussion, (2) awareness, (3) design, (4) implementation, and (5) evaluation. Table 5 includes a summary of the purpose and key questions for each step of the process.

The Comprehensive Guidance Program Model. Gysbers and Henderson (1994) recommend a comprehensive guidance program model with three elements: (1) content; (2) organizational framework, activities, and time; and (3) resources (see Figure 1).

The content element identifies student competencies considered important by the school district for students to master as a result of their school's comprehensive guidance program. The organizational framework element contains three structural components and four program components along with example program activities and counselor time distributions across the four program components. Finally, the resources element presents the human, financial, and political resources required to fully implement the program.

The Developmental Guidance and Counseling Program Model. The Developmental Guidance and Counseling Program model, which was developed by Robert Myrick (1997), consists of eight goals which characterize almost all developmental guidance and counseling programs. Each goal is further delineated by a set of general objectives that, in turn, can be described more specifically through expected observable outcomes. In addition, each of the goals are true for all schools (K-12). Particular attention and emphasis to various objectives are usually grade-level related, considering developmental stages and tasks appropriate for each age group. The eight goals are as follows:

Goal 1: Understanding the School Environment

Goal 2: Understanding Self and Others

Goal 3: Understanding Attitudes and Behavior

Goal 4: Decision Making and Problem Solving

Goal 5: Interpersonal and Communication Skills

Goal 6: School Success Skills

Goal 7: Career Awareness and Educational Planning

Goal 8: Community Pride and Involvement

The goals and objectives of Myrick's model are guided by seven principles of developmental guidance programs. These assumptions provide direction as to how a program can be implemented and evaluated.

1. Developmental guidance is for all students.
2. Developmental guidance has an organized and planned curriculum.
3. Developmental guidance is sequential and flexible.
4. Developmental guidance is an integrated part of the total educational process.
5. Developmental guidance involves all school personnel.
6. Developmental guidance helps students learn more effectively and efficiently.
7. Developmental guidance includes counselors who provide specialized counseling services and interventions.

TABLE 3

National Career Development Guidelines' Competencies by Area and Level

Elementary	*Middle/Junior High School*	*High School*	*Adult*
SELF-KNOWLEDGE			
Knowledge of the importance of a positive self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact positively with others.	Skills to interact positively with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
EDUCATIONAL and OCCUPATIONAL EXPLORATION			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and lifelong learning.
Skills to understand and use career information.	Skills to locate, understand, and use career information.	Skills to locate, evaluate, and interpret career information.	Skills to locate, evaluate, and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
CAREER PLANNING			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles.
Awareness of the career planning process.	Understanding the process of career planning.	Skills in career planning.	Skills to make career transitions.

Source: Kobylarz (1996)

TABLE 4

American School Counselor Association's National Standards for School Counseling Programs

I. Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

II. Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training, and the world of work.

III. Personal/Social Development

Standard A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Source: Campbell and Dahir (1997), p. 17

TABLE 5

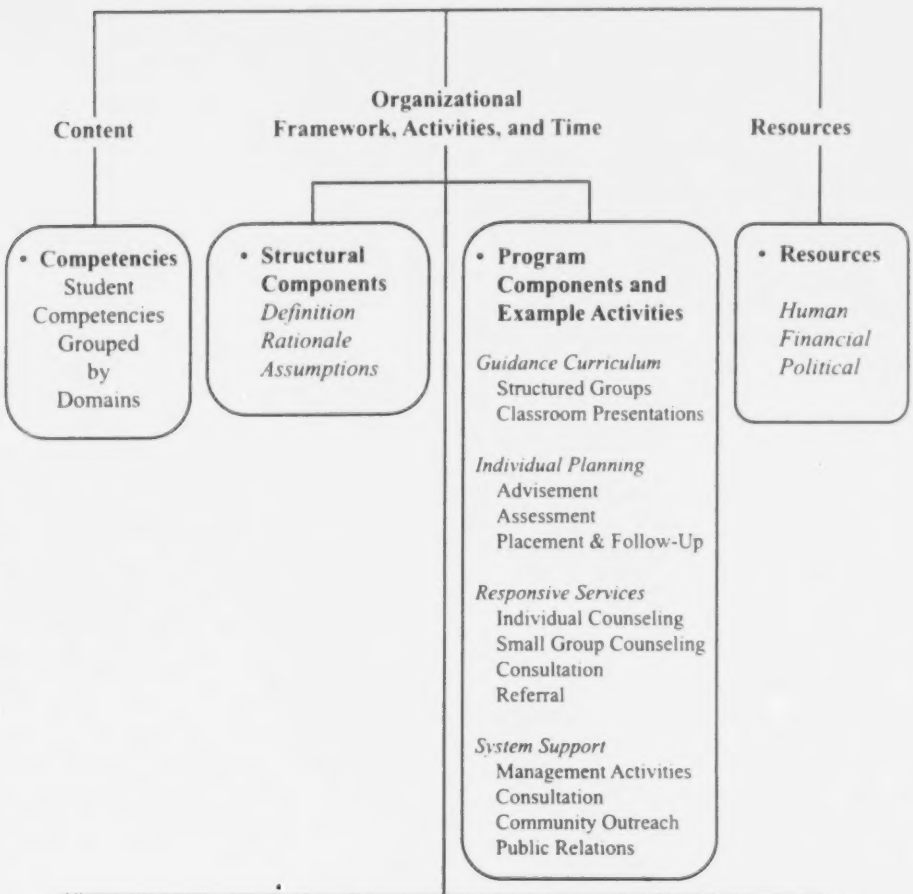
A Summary of the Process To Implement a National Standards-Based School Counseling Program

Step	Purpose	Key Questions
1. **DISCUSSION**		
Develop a vision statement.	Depict the ideal future.	What should be the results of our efforts for students?
Create a school counseling leadership team.	Decide who needs to be involved.	What factors need to be considered?
2. **AWARENESS**		
Review national and your current program student competencies.	Understand the current situation of your students' needs.	What needs to change to help our students achieve success?
Use information and data.	Be aware of the expectations of your program.	
Review district and state standards and expectations.	Identify key issues/challenges.	
3. **DESIGN**		
Select competencies.	Prioritize and consolidate the competencies.	What specific outcomes do we want students to achieve?
Develop strategies and activities.	Ensure that your program will impact all students.	What approach will we take to reach those outcomes?
	Ensure that you have support from all of the stakeholders.	What political and institutional factors should we consider?
4. **IMPLEMENTATION**		
Put the plan into action.	Determine programmatic actions and strategies that will produce the desired outcomes.	Who will do what, when?
5. **EVALUATION**		
Evaluate progress.	Define benchmarks to measure progress.	How will we know when we have achieved our goals?
	Assess student progress in achieving standards.	

Source: Dahir, Sheldon, and Valiga (1998), p. 32

FIGURE 1

Comprehensive Guidance Program Structure Recommended by Gysbers and Henderson



Example Distribution of Counselor Time

	Percentage		
	Elementary School	**Middle/Junior High School**	**High School**
Guidance Curriculum	35-45	25-35	15-25
Individual Planning	5-10	15-25	25-35
Responsive Services	30-40	30-40	25-35
System Support	10-15	10-15	15-20
Totals	100	100	100

Source: Gysbers and Henderson (1994), p. 67

The Secretary's Commission on Achieving Necessary Skills. What skills will prepare our youth to participate in the modern workplace? What skill levels do entry-level jobs require? In 1990, U.S. Department of Labor secretary Elizabeth Dole established the Secretary's Commission on Achieving Necessary Skills (SCANS) to answer these questions. As a result of the commission's research, it was determined that to find meaningful work, high school graduates need to master certain workplace skills. These skills, now commonly known as SCANS skills, include five competencies and a three-part foundation of skills and personal qualities that define effective job performance.

Workplace Competencies

Resources	• Identifying • Organizing • Planning • Allocating time, money, materials, and human resources
Interpersonal Skills	• Participating as a team member • Teaching others new skills • Serving clients and customers • Exercising leadership • Negotiating • Working with diversity
Information Skills	• Acquiring and evaluating information • Organizing and maintaining information • Interpreting and communicating information • Using computers to process information
Systems Skills	• Understanding systems • Monitoring and correcting performance • Improving and designing systems
Technology Utilization Skills	• Selecting technology • Applying technology to a task • Maintaining and troubleshooting technology

Foundation Skills

Basic Skills	• Reading • Writing • Performing arithmetic and mathematical operations • Listening • Speaking
Thinking Skills	• Thinking creatively • Making decisions • Solving problems • Seeing things in the mind's eye • Knowing how to learn • Reasoning
Personal Qualities	• Responsibility • Self-esteem • Sociability • Self-management • Integrity • Honesty

The Utah State Model

The Utah State Model for Comprehensive Counseling and Guidance is a marriage between the National Career Development (NCD) Guidelines competencies and indicators and Gysbers' Comprehensive Career Guidance Model. The framework follows that of Gysbers but the content uses the NCD Guidelines' competencies (see Figure 2). The Utah model has identified twelve standards to guide and direct program development and implementation:

1. Local school board approval of written program
2. Advisory and steering committees
3. Formal guidance program needs assessment
4. 80% of counselors' time devoted to direct services to students (guidance curriculum, individual planning, and responsive services) with no more than 20% of counselors' time devoted to system support and nonguidance activities
5. Program serves all students
6. Individual planning process which involves guidance curriculum activities, assessment, and parent involvement
7. Inclusion in the guidance curriculum for identified student competencies
8. Assist students in post-high school placement
9. Articulation of guidance program with schools in feeder system
10. Guidance program budget to provide for facilities, materials, and equipment
11. Responsive services available to all students
12. Professional development/training of all guidance team members, teachers, and others

Utah's model includes a complete process to assist schools in implementing a comprehensive guidance program, including a systematic professional development program, an explicit implementation strategy, and a funding mechanism. Schools use a self-study as a tool for program implementation (see Appendix A – *Self-Study for Meeting Comprehensive Counseling and Guidance Program Standards*) and an audit instrument for program enhancement (see Appendix A – *Comprehensive Guidance Program Audit*). A description and more thorough discussion of the Utah model can be found in a 1998 publication by the Utah State Office of Education entitled *Utah Model for Comprehensive Counseling and Guidance.*

FIGURE 2

The Utah State Model for Comprehensive Counseling and Guidance Program

FRAMEWORK

Conceptual Framework
- Mission Statement
- Rationale
- Benefits
- Assumptions

Structural Framework
- Steering Committee
- Project Advisory Committee
- Staffing Patterns
- Budget
- Guidance Resources
- Facilities

PROGRAM DELIVERY COMPONENTS

Guidance Curriculum
- Classroom Presentations
- Structured Groups

Individual Planning
- SEP/SEOP
- Advisement
- Assessment

Responsive Services
- Individual Counseling
- Small Group Counseling
- Consultation
- Referral

System Support
- Management
- Public Relations
- Professional Development
- Evaluation

CONTENT

Competencies
- Self-Knowledge
- Educational and Occupational Exploration
- Career Planning

RESOURCES

Human
- School
- Community
- Business and Labor

Political
- School Boards
- Legislature
- Policy

Financial
- State Funding
- Grants

Technological
- Equipment
- Management Systems

SUGGESTED TIME DISTRIBUTION

	Percentages		
	Elementary School	Middle/Junior High School	High School
Guidance Curriculum	40	35	25
Individual Planning	10	25	35
Responsive Service	35	25	25
System Support	15	15	15
Totals	100	100	100

Source: Utah State Office of Education (1998), p. 7

CHAPTER 3. IMPROVING CAREER GUIDANCE PROGRAMS

Good programs do not develop by accident but result from deliberate actions taken by educators that produce programs that affect students' lives in a meaningful way. The first section of this chapter presents an inservice model developed and field-tested during 1999 by the NCRVE *Improving Career Guidance Programs* project. The National Career Development Guidelines, the ASCA Standards, the Utah model, the Gysbers and Henderson model, and others (see Chapter 2) offer strategies for improving guidance and counseling programs. Our purpose here is not to duplicate those efforts but rather to describe the process we developed by blending the planning and implementation processes from those programs with the content from recognized exemplary guidance and counseling programs, which were identified for the purpose of serving as program models.

The second section of this chapter presents a discussion of recommended strategies for planning and implementing career guidance and counseling programs. The strategies are mostly based on actual experiences of exemplary programs and suggestions we have solicited from various groups who have examined this publication. The strategies are more common sense than novel. Where appropriate, sample forms, communications, and materials used by exemplary programs are incorporated as well.

This chapter also includes a brief discussion of the importance of managing change in any school improvement effort. Much of the discussion is taken from the extensive research and work undertaken by the Southwest Educational Development Laboratory in this area.

Background and Project Steps

Educators in charge of professional development at the state, district, or school level continually seek effective delivery models. The focus of this project was to design a program to encourage educators to adapt or adopt exemplary career development programs and practices. Our work was guided by a Project Advisory Committee representing the U.S. Department of Education, ASCA, the Association of Career and Technical Education, the Association of State Career Development/Guidance Supervisors, and the Center on Education and Work at the University of Wisconsin–Madison. The following summary of the process we used should be of interest to local, district, and state school leaders as they design similar programs.

1. Work with the Project Advisory Committee to establish priorities for the project staff, to identify career guidance and counseling resources and models, and to recommend sites for field tests.
2. Review the literature on implementation models (e.g., National Career Development Guidelines) and effective professional development models.

3. Identify field-test cities and work with district coordinators to find high school sites interested in improving career development programs. The coordinators served as partners to project staff, made physical arrangements for workshops, gathered resources, and so on.
4. Work with team leaders from each of the 12 school sites and with the three district coordinators to become familiar with sites, identify needs, and determine the exemplary programs that best match their needs.
5. Contact exemplary program representatives determined to best match teams' needs.
6. Design and conduct 1½-day workshops for each district (three districts identified, with a total of 12 teams).
7. Design and conduct a monthly follow-up with each team leader and each district coordinator.
8. Conduct evaluation (formative and summative).

The work of the project staff followed the models for improving guidance and counseling programs and the literature on improving education programs. In general, all the models recommend similar strategies (Hord, Rutherford, Huling-Austin, & Hall, 1987; Gysbers & Henderson, 1994; Utah State Office of Education, 1998):

- There should be a recognized need to change the school programs.
- All those involved in implementing a new program should work together to establish the program direction (e.g., mission and vision).
- The program to be implemented should be based on good research and proven practices.
- Those who will implement the new program should be involved in designing the implementation and evaluation plan, including an ongoing professional development effort.
- A student needs assessment should be conducted.
- The school's strengths and resources should be identified and built on.
- School leadership should provide resources and ongoing assistance to educators implementing the program (e.g., new materials, equipment, staff development based on identified needs, mentors, coaches).
- There should be a process in place to monitor implementation and provide appropriate assistance.
- The evaluation or a means to determine the degree of success should be designed up-front, not as an afterthought.

Professional Development

Effective professional development is essential to successful school reform. According to the U.S. Department of Education (1998), good professional development programs

- should be planned collaboratively by those who will participate in and facilitate the implementation of the work.
- require substantial time and other resources.
- should be driven by a coherent long-term plan.

Educators must make wise use of their limited resources by creating professional development programs that are relevant, comprehensive, and target the *identified* needs of all those involved in implementing a new program. These activities should be designed to help educators move through all stages of program implementation from early stages when they need awareness and information to learn about the innovation to later stages when they are in the midst of implementing and need help with the *how to* dimension. Less utilized professional development approaches such as site visits to model programs, demonstrations of new techniques by practitioners engaged in the practice or innovation, mentoring, and coaching may be more appropriate techniques in the later stages of implementing a new program (Hall & Hord, 1987; Hord et al., 1987).

The inservice program for this project is designed to address the tenets of good professional development and includes the following design features:

- The content and process of the inservice program is planned in cooperation with identified sites.
- Each school's strengths and needs are determined through a written assessment instrument.
- Conduct a workshop that results in an action plan and timeline produced by site teams.
- Include practitioners from recognized exemplary comprehensive developmental guidance programs as workshop presenters and facilitators.
- After the workshop, contact team leaders and district coordinators at regular intervals to determine further needs and assist where possible.
- Plan for a follow-up workshop.

The first objective of this inservice project was to identify school(s) wishing to improve or develop their comprehensive career development program to serve as field test sites. As a rule, local and state personnel who design professional development programs skip this step because they have predetermined groups to serve. The project staff's task was lessened considerably when grant managers at the U.S. Department of Education suggested the project staff identify three urban sites. Suggestions for urban school districts and a district contact person(s)/coordinator(s) who might wish to work with the project were solicited from members of the Project Advisory Committee. The identified sites were San Diego, California; Baton Rouge, Louisiana; and Miami-Dade, Florida. A total of 12 high schools sent teams to participate: two in San Diego, three in Baton Rouge, and seven in Miami-Dade.

During the spring and summer of 1999, the NCRVE project staff worked with the identified teams to implement the inservice model developed through this project. The discussions below will provide readers with a better understanding of that process.

1. **Collaborative Planning.** The project staff had lengthy discussions with district coordinators from each of the three urban sites to clarify their expectations for this program as well as those of the project staff. The discussions helped shape the workshop's agenda and content. The collaboration also served to help the project staff learn about participating schools, including the school climate, problems, other ongoing or new efforts to change their programs, and so on.

   The district coordinators were also asked to identify schools that would participate based on the following criteria:

   - Schools should have a sincere desire to improve their career development program.
   - Schools should select teams to participate who will attend workshops and continue to work through the planning and implementation stages (a team must have more than one person, preferably 5-15).
   - Team membership should be voluntary.
   - The principal and/or other administrators should be a member of participating teams.
   - A team leader should be identified.
   - Teams would meet prior to the two-day inservice to complete the program assessment and possibly begin planning.

   While not every team in the project met all the recommended criteria, those teams who appeared to be most successful, at least in the early stages of planning and implementation taking place at the time of this writing, are those teams who met most of the criteria stated above.

   District coordinators also made physical arrangements for the workshops, coordinated plans with school teams, reproduced workshop materials, and assisted the project staff during the workshops.

2. **Pre-Workshop Program Assessment.** Each team was asked to complete a program assessment to determine their school's strengths and areas for improvement. The assessment instrument is based on the components of comprehensive career development programs (see Table 1). The format and wording is based on a similar assessment developed by Lambert and Ettinger (1995) and adapted with permission (see Appendix A – *Pre-Workshop Assessment Form*). The purpose of the assessment was twofold. First, it required team members to review their program based on a set of components shown to be present in exemplary programs. The review enabled teams to identify potential areas or goals to address during the workshop and also to determine resources already available in their school and community that may assist during the implementation of their program plan. Second, it promoted teamwork and cooperation.

3. **Workshop.** The one- to two-day workshop held at each of the three sites was designed to provide ample time for (1) participants to learn about good career development programs and (2) teams to make plans for including a career development program in their school improvement effort. Project staff, in collaboration with district coordinators and exemplary program representatives, served as workshop leaders and facilitators. The format was designed to guide teams through the planning process using structured team exercises and through nonstructured time for teams to work as needed.

   The workshop exercises are based on research on facilitating change in schools (Brown & Moffett, 1999; Condliffe, 1999; Hall & Hord, 1987; Hord et al., 1987) and are designed to encourage teams to *discuss*, *clarify*, and finally *record* their decisions on a team worksheet (see Appendix A – *Team Planning Worksheets*). The structure and the activities helped teams work together in an orderly manner, clarify their goals and responsibilities, establish accountability during planning (not an afterthought), plan for assessing outcomes, and provide for time to continue teamwork. They include the following directions:

   - Select a leader to keep members on track, a recorder to keep records of the proceedings, and a reporter to share their work with other teams (the leader is to serve as the team's contact person in post workshop follow-up).
   - Reach consensus and record the team's agreed upon definition of career development.
   - Reflect on the major problems in the team's school and suggest ways a career development program might solve that problem.
   - (Major thrust of workshop) *Clearly define and record* the team's expectations for the project they are planning, including what they will do, who will be responsible, who will benefit, what will determine the outcomes/evidence of success, how will the outcomes/evidence be measured, and who is accountable.
   - Set target dates for team meetings during the year.
   - Plan professional development activities for program implementors by
     - deciding how the professional development content will be determined.
     - setting dates for activities.

   During the workshop, each of the exercises was preceded by a discussion on good practice. Facilitators assisted each team, answered questions, gathered resources, and acted as a "sounding board." At the workshop's conclusion, leaders collected an action plan from each team that detailed the steps or the process involved, persons responsible, target dates, resources needed, expected outcomes, and assessment. The action plan served as a guide for NCRVE staff during the post workshop follow-up contacts that took place in the fall of 1999.

4. **Ongoing Assistance.** After the workshop, the project staff made monthly contacts with each of the 12 team leaders (September through December) and the three district coordinators. The monthly follow-ups were made to determine progress on the teams' action plans and to provide assistance to team members in locating resources and materials to aid their planning and implementation. The monthly calls enabled project staff to monitor the process of implementation and suggest ways to avoid pitfalls. The calls also served as a means to keep educators focused and act as a reminder that work needed to continue despite busy schedules. As mentioned above, exemplary program representatives were also available to answer questions and advise teams when contacted.

5. **Future Workshop Planning.** Each site was encouraged to plan and conduct a follow-up workshop six to nine months after the initial workshop to address issues that arose in the implementation of the plans and to learn from the successes of other participants/teams. For the field-test teams, all three district coordinators were amenable and supported the idea of holding the workshop.

Workshop Evaluations. Leaders used daily evaluations to assess "what works" in the workshop content and format. The Day One Evaluation was used to gauge satisfaction of participants and to make necessary adjustments for the second day. Day Two Evaluations provided an overall assessment of both days' activities. Results of the latter showed an extremely high degree of satisfaction with both the workshop content and the format by participants at all three sites. The results were shared with the invited exemplary program representatives and the district coordinators.

Invited Presenters. Practitioners from exemplary programs have great credibility with other practitioners who clearly prefer to hear from people who have "been there, done that." Thus, representatives of selected recognized programs that best matched the aspirations and needs of the teams at the particular site served as presenters and facilitators. District coordinators and team members reviewed abstracts of the 24 recognized exemplary programs (see Appendix A – *Exemplary Program Abstracts and Contact Information*). From those materials and further discussion with NCRVE project staff, the sites requested exemplary programs that might serve as their models. For example, a site with one or more teams considering a teacher/advisor delivery model for the career development program might request representatives from the Springdale High School, Arkansas, program or the Zapata High School, Texas, program.

During the workshops, exemplary program representatives made brief presentations about their programs, served as consultants and facilitators to teams during their work sessions, and encouraged teams to incorporate exemplary practices into their action plans. The representatives are also available for several months after the workshops to provide ongoing assistance and to answer questions or offer advice by phone.

Recommended Planning Strategies

During the workshop and in the follow-up contacts, the project staff encouraged teams to use proven planning and implementation strategies gleaned from those who have effectively improved their programs. The following strategies are taken from our work with exemplary programs and from other sources such as the *National Career Development*

Guidelines: K-Adult Handbook 1996 (Kobylarz, 1996), the Southwest Educational Development Laboratory's Leadership for Change training materials, and the American School Counselor Association publications.

- **Putting a Team/Committee Together.** Teams are encouraged to use a steering committee and other working committees with membership from as many stakeholders as possible. The steering committee should include a number of people who are clearly committed to change and are in a position to effect change (e.g., administrators; teachers; counselors; support staff; business and community representatives, especially major employers; students and student advocacy groups; parents; and representatives from postsecondary institutions). The steering committee members form subcommittees or working committees, each one responsible for recruiting members to assist in planning and implementing the work assigned.

  It is also helpful to have business and community leaders on the steering committee. Not only are they able to enhance marketing efforts of the new program but may also tap resources unavailable or unknown to educators.

  Below are sample teams from exemplary programs:

  > Volusia County, Florida's Career Connection Program Steering Committee consisted of representatives from the following groups: Agricultural Science and Natural Resources, Business and Marketing, Communication and Arts, Engineering and Manufacturing, Health and Human Services, Volusia County Schools, Flagler County Schools, Daytona Beach Community College, Vocational and Rehabilitation Services, Chamber of Commerce, Government Agencies, the Private Industry Council, and the Labor and Employment Sector.

  > The Rich South High School's Vision 2000 School Improvement Committee was comprised of teachers, administrators, parents, and students. The committee was charged with looking into the possibilities of the block scheduling system as part of the school's Vision 2000 initiatives.

  It is very important to involve critical individuals in committee work (Hord, 1993). Often, these individuals ask the hard questions, thus evoking healthy discussion that may lead to more agreement than would otherwise be possible. In our work with exemplary schools, we have interviewed a number of individuals who have been transformed from critics to staunch program advocates as a result of their involvement.

- **Assessing Student Needs.** One of the most beneficial tools for redesigning any portion of the school program, and one that is critical to restructuring an entire school, is a comprehensive, well-constructed assessment to determine student needs. While whole school comprehensive assessments take a great deal of time, resources, and coordination, it gives users an unparalleled basis for program improvement based on input from parents, community members, teachers, administrators, and the students themselves.

When schools restructure based on clearly defined areas of need, the work of faculty and staff is clarified and job descriptions have real meaning. For example, school counselors can profit greatly from established priorities that define their work, thus eliminating unrelated tasks such as scheduling and administrative details; administrators are able to offer sound reasons for additional budget; and school board members have a rationale for policies. There is little question everyone in the school reaps the benefits of a well-defined, needs-based program, but none more so than the students.

- **Assessing the Career Development Program.** A program assessment helps a committee take stock of the program's resources, needs, and strengths. It will highlight where gaps exist and help the committee focus. A number of publications include guides for assessing the career guidance and counseling/career development program such as the *National Career Development Guidelines: K-Adult Handbook 1996* (Kobylarz, 1996) which features several instruments that can be completed and adapted to each school's needs.

  For this project, we adapted Lambert and Ettinger's (1995) Career Development Plan and combined it with the NCRVE framework for exemplary career guidance and counseling programs (see Table 1 and Appendix A – *Team Planning Worksheets*). The resulting assessment includes items that address each component and requires a simple check on the column chosen (Yes, No, Somewhat, and Not Applicable). Completing the assessment as a team activity is extremely important. It gives the team an overview of the program and a good starting point for their planning process. During the field test, a number of team members were amazed at the numerous career development activities already in place in their school and realized a comprehensive, coordinated program would be less daunting than they had envisioned.

- **Deciding Direction for the Career Development Program.*** When teams reply with full candor to the assessment survey, gaps in program components are revealed, as well as program strengths. An important next step is to determine areas/components which require improvement. At this point, it is vital to the success of future planning and implementation that the team clearly agree to a common direction and envision the outcome(s) of their work. A shared, common vision minimizes confusion, gives structure to setting goals, and enables the group to work more harmoniously (Hord, 1993). It would be useful to most educators to use one of the many "visioning" exercises available to educators. They are designed to provide structure to this important step in program improvement.

  Once there is agreement, the vision statement must be written and shared widely with everyone who will be involved in planning and implementing the program. The work continues until there is general agreement that a common vision is in place. Sample vision and mission statements from exemplary programs follow.

  ***Note:** As educators begin to plan and implement any new program, they must work within the bounds of their overall school improvement plan and district plan. Fortunately, comprehensive career development programs have been shown to have the desirable outcomes that will usually address the majority, if not all, of most school improvement goals.

Mission and Vision Statements
Volusia County Career Connection Program
DeLand, Florida

Mission: The mission of the Volusia County Career Connection Program is to facilitate the transition of students from school to work by implementing the Career Connection and assuring its continuing success.

Vision: The Career Connection Program will develop maturity and work ethic in students and instill in them the belief that they will be able to use and apply what they learn in school to the real world.

Vision Statement
Zapata High School, Texas

Zapata High School ensures that the diverse and unique individual students' needs are met and that ALL students acquire the knowledge, develop the skills, and master the concepts necessary to graduate, to succeed in the students' occupational choice, and to become effective citizens and workers in our society.

A good resource for developing the vision and mission statement is Southwest Educational Development Laboratory's (SEDL) Leadership for Change materials. Contact SEDL at 211 E. Seventh Street, Austin, TX 78701-3281, (800) 476-6861, fax: (512) 476-2286, e-mail: webmaster@sedl.org, internet: www.sedl.org/welcome.html. Their worksheet for developing a mission statement asks the following questions:

- Who will do it?
- What will they do?
- For whose benefit?
- What is the outcome or evidence?
- Who is accountable?

- **Developing the Program Plan.** Once a direction and a common vision is in place, the next step is to develop a program plan or a plan of action. A program plan could take any form. Kobylarz (1996) presented several elements of a program plan in the NOICC handbook. We adapted these elements and present the template on Table 6. For the workshop, we asked the teams to use a shorter action plan form found in Appendix A – *Team Planning Worksheets*. It may be necessary to gather more information about the initiative or focus of the improvement effort through site visits to programs who have implemented the same program, inviting an expert to discuss the program, or reading the literature about the program. For example, Rich South High School's (see Appendix A –

Exemplary Program Abstracts and Contact Information) Vision 2000 School Improvement Committee was charged with examining how the block scheduling system might enhance the school's vision and belief statements. The committee members spent two years studying research, visiting a number of restructured high schools, and holding numerous discussions about the block scheduling system.

- **Planning for Implementation.** The program plan is the roadmap to implementation. It will have steps, milestones, target dates, and expected outcomes. It is also important to remember the different stages of concern that people go through during the change process (see Table 7) so that appropriate measures are taken to ensure everyone is on task and that proper interventions are set in place.

  A critical part of the plan is the inclusion of potential planning dates or times to ensure work is on schedule. Failure to establish regular meeting times can be a major hindrance to implementation.

- **Planning for Evaluation.** Although evaluation is a crucial component to improving a program, it is one that is often neglected. Plans for both ongoing and summative evaluations should be made to ensure an accurate measure of the effectiveness of the improvement effort. Progress in the improvement effort should be monitored through ongoing evaluation activities that may include classroom visits, use of journals, focus groups, as well as the traditional survey questionnaire. Continuous assistance throughout the implementation process should be provided through school or classroom visits, peer observations or coaching, mentoring, and support groups or teams.

Ongoing evaluation activities may include classroom visits, use of journals, focus groups, as well as the traditional survey questionnaires.

Exemplary programs use a variety of ways to determine program effectiveness:

- The La Crosse Central High School, Wisconsin, guidance program uses annual data collected by the ACT company and results of parent and senior exit surveys.

- Lewis and Clark Community Colleges' Career and Employment Services uses a combination of surveys: (1) user surveys from Career and Employment Services Center, (2) pre- and posttest results from a career class, and (3) results of an annual Occupational Follow-up Study conducted by the college.

TABLE 6

Program Plan Template

Title

Mission/Vision

Standard or Model upon which the program is based

Description

- **Processes** – the specific career development procedures for each standard
- **Activities** – specific activities for each standard such as lesson plans, units, courses, and so on
- **Program Participants** – individuals who will experience the activity
- **Staff** – personnel who will deliver the activity (counselors, teachers, mentors, community resource professionals, and volunteers)
- **Timeline** – a schedule describing when each of the activities will begin and end

Structure

- **Leadership** – who will *manage* the program, their roles and responsibilities, and support requirements
- **Staffing** – a description of each type of staff member, and their roles and responsibilities
- **Facilities and Resources** – a list of the types of facilities needed, including space, equipment, materials, and supplies
- **Budget** – a formal budget detailing the financial resources required and potential sources (local/district, state, others)
- **Management Plan** – a description of all management tasks needed to ensure successful implementation of the program
  - **Planning and Development**
  - **Implementation**
    - Involve committees and subcommittees
    - Conduct staff development
    - Monitor program implementation
    - Evaluate—ongoing and summative—and use results for improvement

Program Schedule – a timeline for the delivery of the program, with processes and activities listed by month and groups being served

Evaluation Plan – a strategy for an ongoing and summative evaluation of the program, the report and its audience, and for using the results for program improvement

Resource: Adapted from Kobylarz (1996)

- **Planning for Professional Development.** An important aspect of the program plan is the professional development component. The Southwest Educational Development Laboratory (Hord, 1994; Hord et al., 1987) maintains that a major factor in creating successful programs is provisions for training and professional development. In addition to the more traditional models for professional development, useful practices include site visits to model programs, mentoring and/or coaching, and seminars and workshops about the program delivered by experts from within or imported from other programs across the country. See Chapter 4 – *Exemplary Career Guidance and Counseling Programs* for a description and contact information of exemplary programs available for site visits. To identify mentors/coaches from your state, contact your state career guidance and counseling consultants (see Chapter 4 – *Directory of State Career Development/ Guidance Coordinators/Supervisors*).

  Project implementers need time set aside for inservice. An important consideration when planning inservice is determining how the focus of the inservice will be identified (e.g., survey faculty and staff for their needs). It is important to meet the needs of those implementing the program by making sure that their or their representative's input is included when making these decisions.

  The plan should include a component on developing or purchasing reference and other materials. A word of caution about disseminating materials: Busy educators often fail to read materials unless they have been given a reason for taking time to do so. Try to kindle their interest by emphasizing the importance of the information and even directing them to pertinent parts.

  During the planning and early implementation of the Zapata High School's Advocacy Program, the principal led one-hour weekly workshop sessions that featured materials such as

  - Texas Education Agency's *One Student at a Time*.
  - Stephen Covey's *Seven Habits of Highly Effective People*.
  - National Association of Secondary School Principal's *Breaking Ranks*.

  Future sessions will focus on the following materials:

  - Elaine Lee's *The Power Principle*
  - Peter Serge's *The Fifth Discipline*

Understanding and Managing School Change

For over a decade of providing technical assistance through the NCRVE, we have listened to scores of practitioners who are in settings where various education reforms are occurring. While some have described very sound, proven strategies known to facilitate change, too frequently they relate stories of poor professional development programs, little or no technical assistance from their school or the district, a poor understanding of the changes taking place, frustration, and failure. The literature on schools is replete with information on facilitating change. However, it appears that when planning and implementing new programs or attempting to improve ongoing ones, many educators leading school change are either ignorant of or simply choose to disregard the relevant research.

The Concerns Based Adoption Model. When designing the professional development program for this project, we felt it was extremely important to help team members understand the nature of change in education and what has been shown to be effective strategies for accomplishing change. The work of the Southwest Educational Development Laboratory (SEDL) on effective school change is most applicable. Their years of research have generated basic guidelines for facilitating change and have provided us with the Concerns Based Adoption Model (CBAM) (Hord et al., 1987). The following discussion is based on their work.

CBAM is a client-centered approach to changing education that defines seven stages of concern that individuals experience as they progress through the adoption or implementation phases of change. The stages are characterized by their expressions of concern at the various stages (see Table 7). CBAM, designed to enhance the efforts of educators who are leaders of change, is based on the following principles that policymakers, school administrators, and every person in a position to effect change in education should understand and apply.

Change is . . .

- a process, not an event.
- accomplished by individuals, not institutions.
- a highly personal experience.
- a developmental growth process.
- best understood in operational terms.

TABLE 7

Stages of Concern: Typical Expressions of Concern About the Innovation

	Stages of Concern		Expressions of Concern
IMPACT	6	**Refocusing**	I have some ideas about something that would work even better.
	5	**Collaboration**	I am concerned about relating what I am doing to what other instructors are doing.
	4	**Consequence**	How is my use affecting kids?
TASK	3	**Management**	I seem to be spending all my time in getting material ready.
SELF	2	**Personal**	How will using it affect me?
	1	**Informational**	I would like to know more about it.
	0	**Awareness**	I am not concerned about it (the innovation).

Resource: From *Leadership for Change* (Transparency H.6) by Southwest Educational Development Laboratory, Austin, Texas.

Change is a process, not an event. When we understand this basic tenet of the change process, many common problems are avoided. Consider the following example:

> *A high school has implemented a block schedule based on 90-minute periods of instruction. Early in the second year of the new scheduling format, problems began to surface. While some students and parents praised the new system, there were many complaints—students were bored because teachers lectured the entire class; students were not getting the required instruction; students were doing homework during the last half hour of every class, etc. Upon examination, it appeared that about 30% of the teachers had actually understood and used new teaching techniques better suited to longer class periods. Others were in various stages of understanding and usage. It was also noted that none of the new teachers had any inservice for teaching in the block system and many of the teachers who had the inservice provided the prior year found it very inadequate.*

Clearly, any major change in an education system occurs over time, and may take a number of years. Understanding this simple tenet is basic to the entire process of changing education and has many ramifications. For example, to successfully implement a new program, a comprehensive, long-term professional development program, which is based on identified needs, must be in place. There is an established procedure to monitor progress and identify problems; other changes placing great demands on teachers are held until teachers are able to absorb them.

Change is accomplished by individuals. While any one person or group of people may believe some reform or innovation will vastly improve their school, those who will be charged with implementing the program will ultimately be responsible for its success or failure. Successful leaders of school change know their first task is to get buy-in from as many of those front-line people as possible.

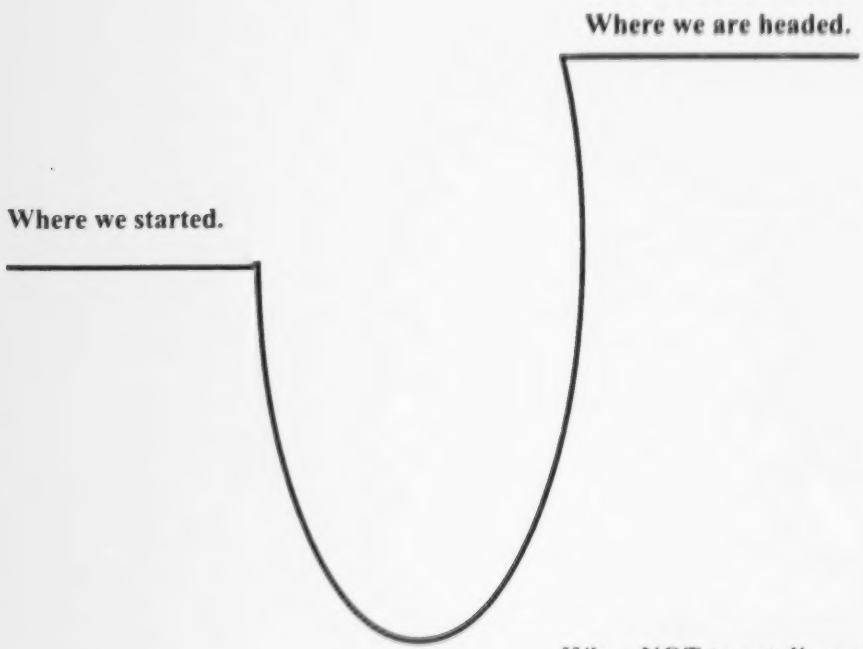
Change is a highly personal experience. At some time or another, most leaders of change have been frustrated and probably even annoyed with colleagues who resist and perhaps even block efforts to implement a new program. While many believe an educator's focus should be on helping students, any change in schools may greatly increase the work of teachers and staff and result in their discomfort.

Even when a new innovation is carefully planned and implemented, some problems and confusion will occur. During the implementation phase of any major change, it is very important for educators to understand there will almost certainly be some degree of upheaval and confusion. This time has become known as the "implementation dip" (SEDL, *Leadership for Change* [Transparency IX.9], adapted from Busick & Inos, 1992) (see Figure 3). These periods are usually marked by complaints, discouragement, and questioning the wisdom of the change. For example, when block scheduling is implemented, there may be computer glitches, teachers and students confused about times, and any number of other problems. In most cases, once the problems are addressed, adjustments made, and the new techniques and/or materials learned, the confusion will subside and a new routine will be in place; however, it is important for those in charge to monitor progress and quickly address concerns or questions of teachers, students, parents, and others with interest in the school.

To fully understand CBAM and its uses, the reader should examine the resources available from SEDL at 211 E. Seventh Street, Austin, TX 78701-3281, (800) 476-6861, fax: (512) 476-2286, e-mail: webmaster@sedl.org, internet: www.sedl.org/welcome.html.

FIGURE 3

The Implementation Dip



Resource: From *Leadership for Change* (Transparency IX.9) by Southwest Educational Development Laboratory, Austin, Texas.

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EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS
(1995-1999)

ELEMENTARY AND SECONDARY EDUCATION
(Programs listed according to year recognized)

CAREER AND TECHNOLOGY EDUCATION GUIDANCE AND COUNSELING PROGRAM

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Located in one of the fastest growing areas in Dallas county, the Garland Independent School District (GISD) serves over 43,000 students in grades K-12 in 58 school campuses and one cooperative center. GISD offers Career and Technology Education (CATE) programs that empower students to achieve their potential and experience success through a comprehensive, integrated program. Students have access to information and receive assistance in the development of skills necessary for decisionmaking, problem solving, and career and life planning. The program is an organized team effort consisting of counselors, teachers, administrators, librarians, parents, private industries, and community organizations. Every team member is committed to promoting the educational, psychological, social, and career development of all students.

CATE counselors perform several responsibilities, including coordinating all career interest survey testing, providing personal guidance to students in making career choices and selecting appropriate courses, providing CATE course information to middle school and high school students, and serving on advisory councils. Career and assessment materials (e.g., Ohio Career Interest Survey, Boy Scout Survey, Discover Computer Assisted Career Assessment, Decisions Guidance Booklet), career activities (e.g., career night, college night), and counseling strategies (e.g., individual and group counseling, classroom guidance) enable students to do career investigation and educational planning. The success of the guidance program in addressing the diverse needs of its student population is due in part to the strong support of parents and the community.

This program was recognized as exemplary by NCRVE's Office of Student Services during the 1995 National Exemplary Career Guidance and Counseling Program search.

CAREER AND TECHNOLOGY EDUCATION CAREER GUIDANCE AND COUNSELING PROGRAM

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The mission of the Career and Technology Education program in Katy Independent School District (ISD) is to integrate career awareness, technical preparation, and academic excellence to train students to become productive citizens in a global workforce. Career awareness begins at the elementary level with career week programs and the implementation of a guidance curriculum. Career exploration is emphasized in middle and junior high school where students participate in the ACT's Career Planning Program (CPP). The CPP is an assessment designed to provide students with accurate, comprehensive information about their abilities and interests and help them explore and identify career paths.

Katy ISD's Career Guidance and Counseling Program uses individual and group counseling to address students' career development needs and concerns. Professional development activities are conducted for counselors, teachers, and other school personnel to increase their knowledge and understanding of career exploration, counseling, postsecondary training options for students, school-to-work, applied academics, and local partnerships. In addition, courses that promote increased self-concept and effective interpersonal and leadership skills, including Career Investigation, Psychology, Sociology, and Health, are offered at the secondary level. The Miller Career Center, which serves as the central site for Katy ISD, is rich with current computer-based career resources that are available to students every day.

This program was recognized as exemplary by NCRVE's Office of Student Services during the 1995 National Exemplary Career Guidance and Counseling Program search.

CAREER GUIDANCE AND COUNSELING PROGRAM

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A comprehensive career development program, the Career Guidance and Counseling Program of Caddo-Kiowa Vocational-Technical Center (C/K VTC) helps secondary students from its sending schools and adult students set educational and career goals. Through a "building block" format that begins in kindergarten through 12th grade, students learn the importance of continued personal growth and good communication skills, improving self-awareness and self-advocacy, and exploring several career options. Adult

students are afforded many of the same opportunities available to secondary students in a slightly different format.

Students are assisted in developing and implementing an individualized career plan based on their knowledge gained through the program. An important component of the Guidance Program and Career Counseling is job placement. To facilitate the transition from school to work, all students are required to attend job readiness classes and participate in on-the-job training in their field. Various strategies are used to assist the approximately 1,600 students every year, including individual and group counseling, career awareness activities, and testing. Materials used include vocational assessment tools and a wide variety of career resources in the form of videos, books, handbooks, and games.

This program was recognized as exemplary by NCRVE's Office of Student Services during the 1995 National Exemplary Career Guidance and Counseling Program search.

PROJECT SOAR (SUCCESS OPPORTUNITIES THROUGH ARTICULATED RESOURCES)

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A consortium of Oklahoma City schools initiated Project SOAR (Success Opportunities through Articulated Resources) to plan and implement an articulated education program that includes academic and vocational education for area students. At the core of the project are career education and preparation components. Project SOAR participants have access to an extensive career guidance and counseling program that includes (1) career awareness, (2) career exploration, and (3) career planning. Each component has a well-developed curriculum that is integrated into school programs. In addition, the Oklahoma City schools' career guidance and counseling program adapted the National Career Development Guidelines developed by the NOICC.

Each of the eleven middle schools and twelve high schools in the district has a Career Resource Center (CRC) to serve every student as well as many adults in the community. The CRCs, which are funded collaboratively through Project SOAR, Metro Tech, and the vocational-technical education program, serve as a hub, not only for dispensing information, but for the school's career development curriculum. Students earn one credit in the CRC by completing a comprehensive career development curriculum that includes making a video interview, learning the "Top Jobs in the 2000s," "dressing for success," and completing a four-year education plan. CRC files a portfolio, containing assessment data, coursework, successes, honors, a résumé, and a career plan for every student on both disk and hard copy. Students, counselors, and teachers routinely use the computers and other resources in the CRCs.

This program was recognized as exemplary by NCRVE's Office of Student Services during the 1995 National Exemplary Career Guidance and Counseling Program search.

SPRINGDALE HIGH SCHOOL'S CAREER GUIDANCE AND COUNSELING PROGRAM

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The Career Guidance and Counseling Program of Springdale High School (SHS) is part of a total team effort within the school to help approximately 1,600 students every year prepare for the world of work and/or further education. SHS students receive intensive career guidance and counseling by (1) taking a one-semester Career Orientation course in 8th grade during which their learning styles, career interests, and aptitudes are assessed; (2) building their career portfolio; (3) participating in guidance activities that stress teamwork, conflict resolution, and use of leisure time; (4) selecting a career major and developing a program of study in 10th grade; (5) taking the ASSET by ACT and/or Armed Services Vocational Aptitude Battery in 11th grade; (6) attending the College Fair and Career Fair during 11th and 12th grades; and (7) maximizing the career resources available at the school's Career Center, a state-of-the-art facility.

A teacher advisory system, based on a "Career Action Plan" (CAP), makes it possible to respond to the career guidance needs of this large number of students. Teacher advisors, trained by counselors, meet monthly with approximately 20 students. The commitment of counselors, teachers, parents, administrators, business and industry, and students to continue improving the guidance program at SHS accounts for the success of the program in (1) exposing students and parents to different educational and occupational opportunities, (2) responding to the counseling needs of a diverse group of students, and (3) assisting students to successfully transition from school to work and/or postsecondary education.

This program was recognized as exemplary by NCRVE's Office of Student Services during the 1995 National Exemplary Career Guidance and Counseling Program search.

AREA VOCATIONAL GUIDANCE AND COUNSELING PROGRAM

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Serving four small rural communities in southwest North Dakota, this comprehensive program strives to foster career development of students at all levels, with an emphasis on serving the needs of students from 7th-12th grades. The program is based on the National Career Development Guidelines and operates on a Management by

Objectives plan which includes a needs matrix that outlines students' activities for the whole year. The matrix shows career information activities and the dates they are conducted, interest and values, aptitude and achievement, orientation information, peer tutor needs or opportunities and other special needs, and meetings with counselors or other school personnel. Ninth through 12th grade students take the CHOICES program, a required career class taught by both academic and vocational teachers, as well as administrators and staff, parents, and Project Advisory Committee members. Every student in the district's four schools has a career portfolio that is updated yearly and given to students upon graduation. A Project Advisory Committee composed of a student, a community member, and a guidance counselor determines resources for the guidance program. The guidance counselor provides teacher inservice so that teachers can incorporate relevant career-related activities into their courses. Job shadowing activities are conducted in conjunction with a school-to-work grant. An annual follow-up of all graduates is also conducted. Completion rates for all vocational programs are very high, and the annual dropout rate is usually zero.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1996 National Exemplary Career Guidance and Counseling Program search.

CAREER AND TECHNOLOGY EDUCATION GUIDANCE AND COUNSELING PROGRAM

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The goal of the Birdville Independent School District's (BISD) career guidance and counseling program is to assist students in making effective plans to achieve their educational and career goals. A variety of career awareness activities is available to BISD elementary students as a regular feature in their curriculum. During middle school, students focus on careers through classes and career days. In high school, students continue learning about themselves in relation to the world of work and must choose a career pathway. This K-12 program, administered through the district office and implemented in all schools, is a team effort of counselors, teachers, administrators, librarians, parents, businesses and industries, and community organizations. Student services counselors, campus counselors, and crisis counselors are available to assist every BISD student. Three certified career counselors work closely with all district counselors, teachers, and the entire team to identify resources, assess student interests and aptitudes, initiate programs, and incorporate career development activities.

High-quality materials designed for BISD students are available to help them develop career and education plans and select career pathways. Teachers at all levels incorporate career information into their classes to support students in making good career-related decisions. A commercial career information system is available on each middle and high school campus. All schools work closely with parents and are site-based managed. A handbook is available to assist elementary and middle school counselors and

teachers in guiding students in their career development. In addition, guest speakers—often parents—visit classes to talk about their careers, and local business representatives frequently visit all the BISD schools. Career information is disseminated through parent meetings, student handbooks, group and individual counseling, assemblies, news media, cable television, videotapes, handouts, and word of mouth. An internship program is available, and students have many opportunities to discover their interests and aptitudes.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1996 National Exemplary Career Guidance and Counseling Program search.

CAREER GUIDANCE AND COUNSELING PROGRAM

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Located in a rural and economically disadvantaged part of northwestern Wisconsin, the School District of Flambeau serves only 700 students in 7th-12th grades; nonetheless, it is a significant part of the Flambeau community. The Flambeau Career Guidance and Counseling Program (FCGC) is integrated into all aspects of the K-12 curriculum and student progress is documented through portfolios. Students access information through the Wisconsin Career Information System and a wide variety of other state and national resources.

The nationally recognized Flambeau Community Education Program and the FCGC participate in a cooperative arrangement based on partnerships established over time. Teachers, students, and staff interact with members of the community who mentor, teach classes, and provide job shadowing and community-based learning experiences. In addition, some individuals serve on advisory councils, school improvement teams, and ad hoc action committees. Workshops, classes, forums, focus groups, and special presentations are conducted through the community education program. These activities focus on job skills development, personal development, career counseling, community leadership training, professional development, and parenting skills. Students, parents, and community members of all ages participate in these learning activities.

At all levels, the curriculum emphasizes experiential learning and helps students develop an "inside view" of various professions through entrepreneurship, artist-in-residencies, and youth service learning programs. In addition, project-based learning engages students in real-life problem-solving and allows students to demonstrate their academic and vocational skills. Students are involved in the FCGC program through peer mentoring and peer instructional services in the areas of economics, entrepreneurship, leadership, peer pressure, anger management, drug and alcohol refusal skills, traffic safety, self-esteem, and health.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1996 National Exemplary Career Guidance and Counseling Program search.

SCHOOL-WIDE COUNSELING PROGRAM TO SUPPORT TECH PREP

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The School-Wide Counseling Program To Support Tech Prep at Elk Grove High School serves approximately 1,700 students every year. Its purpose is to organize and update a well-defined system of guidance activities to promote the career development of all students representing many cultures with diverse academic abilities. Led by a team of nine counselors, the counseling program addresses the needs of all students through various services, including English as a Second Language, the Talent Development Program, counseling, special education services, and advisory groups. Guidance and counseling activities are shared by other school personnel, including the social worker, school psychologist, school nurse, services learning director, staff of the special education department, assessment director, and all student services personnel.

The counseling program is an integrated part of the total educational process at Elk Grove High School and involves all school personnel. This outcome-based program is organized into a planned curriculum which empowers students to learn more effectively and efficiently. The program provides specialized counseling and intervention services and offers maximum student growth and development in three domains: (1) educational/academic—learning to learn; (2) personal, social, physical—learning to live; and (3) career—learning to work. A key feature of each student's career development is the development of a portfolio, which includes all test results, the student's best work, a résumé, and a cover letter. Junior and senior students can gain experience in the workplace by participating in the Public Service and Community Resource course, volunteer work, and internships. The strong school and business partnerships in Elk Grove provide students with the opportunity to work at places that match their work style or preferences.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1996 National Exemplary Career Guidance and Counseling Program search.

VAN BUREN INTERMEDIATE SCHOOL DISTRICT'S COMPREHENSIVE CAREER GUIDANCE PROGRAM

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The Van Buren Intermediate School District's Comprehensive Career Guidance Program helps youth and adults in Lawrence, Michigan, the state's second poorest county, (1) make informed career and educational decisions, (2) develop and implement

individual career plans, and (3) prepare portfolios to document their progress toward educational and career goals. The program is founded on Donald Super's idea that an effective career guidance and development program enhances students' ability to make sound career decisions and plans. Additionally, the program incorporates technology into its guidance content and delivery to better meet the needs of students in the fifteen local school districts, educators, employers, and the community at large.

Counselors at the Van Buren Technical Center collaborate with counselors and teachers in the local districts to help all students in their career and educational planning. Teachers use the Prefolio workbooks to help 8th or 9th graders identify their top career interests and abilities. Students participate in various structured career awareness and exploration activities, including reading, computer information, job simulations, career internships, job shadowing, and work-based learning. With the counselor's guidance, students translate their decisions into career plans known as Employability Development Plans (EDP). In addition to the EDP, students also develop a four-year program plan based on their career and postsecondary decisions. The EDP is the starting point for student-managed portfolios that document students' progress toward the goals outlined in their career plans. While the EDP is the index for the portfolio, a résumé based on student information in the portfolio serves as its summary.

The Van Buren Vocational-Technical Center's Guidance Program was recognized as an exemplary program by the U.S. Office of Education in 1986 and by the U.S. Army in 1994 under its Planning for Life Awards.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1996 National Exemplary Career Guidance and Counseling Program search.

KUNA HIGH SCHOOL, KUNA CAREER COUNSELING PROGRAM

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The Kuna School District's comprehensive, developmental career guidance program moves students progressively through an organized, age-appropriate curriculum. The program is based on the Idaho Comprehensive Guidance and Counseling Program K-12 model, which is modeled after the National Career Development Guidelines. The focus at the elementary level is on a variety of career awareness activities embedded in the curriculum. For example, parents and others visit the classroom to discuss their work, teachers relate their curriculum to jobs, and students take field trips to businesses. At the middle school level, many teachers relate their curriculum to work. In addition, two-month long classroom units are taught through the language arts classes cofacilitated by trained teachers. The curriculum for these career guidance units is developed by the Kuna middle and high school counseling staff. After being provided with commercial inventories and career information at the 7th grade level, students in the 8th grade identify their "dependable strengths." All students leave middle school able to articulate their strengths and how they relate to the world of work. Students have access to career

information from print sources and from commercial software. Students are encouraged to plan their high school program of studies based on their interests and strengths.

The high school career guidance curriculum is both exploratory and preparatory with an ongoing emphasis on planning for future education and careers. The heart of the program takes place in language arts classes. In fact, the language arts teachers are staunch supporters of this approach to career development. Ninth grade students explore careers through commercial software programs, job clusters, fantasy job searches, and supporting videos. These activities are supplemented through several 90-minute class periods in which counselors and teachers assist students in developing high school plans. Tenth grade students focus on their interests and learning/working styles through commercial assessment instruments. In the 11th and 12th grades, career guidance is highly focused and more personalized. Students use print materials, videos, and computers to link with career information. They combine this information with data in their portfolio, which contains material accumulated over several years, to develop career-related research projects for language arts. These projects provide extensive career orientation through required interviews of people in the career field being studied and job shadowing experiences. The research culminates in papers and presentations for all students. Teachers help students develop their résumés and practice interviewing through mock interviews conducted by local businesspeople. Students also have opportunities for internship experiences.

The Kuna career guidance program is a highly collaborative, integrated effort supported through professional development. All teachers participate in a weeklong work-based experience and receive training in using computer career information and guidance systems. While one high school counselor is assigned to career counseling, all the high school counseling staff believe career guidance is crucial to student development and focus much of their work with students on career exploration and planning. Parental involvement takes place at every level of career guidance activity.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1997 National Exemplary Career Guidance and Counseling Program search.

VOLUSIA COUNTY SCHOOLS, THE CAREER CONNECTION'S FOUNDATION: THE CAREER PLANNING SYSTEM

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The Volusia Flagler Career Connection Consortium has created a seamless school-to-work system to facilitate the transition of all students. The consortium uses the Career Connection Planning System to provide an array of choices in educational programming that meet individual needs and engage all students in the career development process. The system has been adopted by all ten high schools, the 12 middle schools, and the alternative education centers. The results of this young program already include increased attendance rates, decreased dropout rates, and increased applied technology

enrollments and completions. Parents and teachers report an increase in student enthusiasm for coursework because students now see the relevancy of education to their futures.

The Career Connection Planning System is based on the Florida Blueprint for Career Preparation Career Competencies, derived from the National Career Development Guidelines. This initiative blends School-to-Work, Tech Prep, and Carl Perkins legislation; High Schools That Work; Florida's Blueprint for Career Preparation; and Career Academies. The Career Connection collaboratively works with IDEA, Title I, JTPA, Blueprint 2000, the Workforce Development Board, and the Volusia Flagler Community Transition Team (a special needs inter-agency council). By working with these programs and initiatives, the Career Connection, now in its third year of operation, provides a comprehensive school-to-work system for all students.

District teachers, administrators, and staff work to make their vision of *Linking Learning to Life* a reality. This motto is prominently displayed in school classrooms and halls, as well as on stationary, coffee mugs, and other places. Teachers use techniques acquired in a strong professional development program to relate classroom learning to real life. A Career Planning Sequence for 6th-12th grades is currently in use. A link to the elementary schools is being piloted in two schools during 1996-1997.

The elementary and middle school career awareness and exploration programs prepare all students to understand themselves and the world of work. During middle school, a career planning and development curriculum is infused into regular classes. Results of student interest inventories and other assessments and career development activities are kept as part of their *V.I.S.A.* (Visual Information of Student Assessment/ Activities). Students and their parents use their *V.I.S.A.* to select a career cluster in high school and design a 4-6-8 year course of study. Career Plans are updated annually with help of counselors and a Career Connection facilitator.

All the area high schools are at some stage of organizing their curriculum around career clusters, with some schools having the clusters in place. The Career Planning System is designed to help students and parents make wise decisions when opting for a career cluster and a plan of study. Of course, there is total flexibility in moving between clusters as students mature and make new choices.

In 9th grade, all students take a Career Research class in which they begin to develop their student portfolio. It contains their numerous high school career development activities, which may include more career and educational assessments; information on their internships, youth apprenticeships, job shadowing, and career mentors; résumés; vocational education; and a senior project based on the students' chosen career cluster. They also begin the development of their *Passport*, the students' link to postsecondary options. The *Passport* includes a career research section, a SCANS competency acquisition section, and a career job search section. Extensive collaborative efforts exist between the schools and the community, including business and industry and community colleges. Parents are active participants in schools.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1997 National Exemplary Career Guidance and Counseling Program search.

ZAPATA HIGH SCHOOL, COMPREHENSIVE CAREER GUIDANCE AND COUNSELING PROGRAM

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The Zapata County (Texas) Independent School District has implemented a comprehensive, developmental K-12 career guidance and counseling program. The program is facilitated by very capable, well-trained counselors who assist teachers at all levels to provide this effective, districtwide program, based on the National Career Development Guidelines. While Zapata is a rural border town in an economically disadvantaged area, their school system boasts a .6% dropout rate for 7th-12th grades and a 94% attendance rate. The presence of a supportive administration and caring teachers and staff make school a welcome place for Zapata youth.

High school students have access to a wide range of career development assessment activities, a good career information delivery system, peer tutoring and teacher tutoring programs, and a service learning program. A unique program helps migrant students complete their studies during the shortened time period when they can be in school each year. Parents are active participants in school activities. A wide array of intercommunity collaborations exists that help provide school supplies, child care, clothing, and other services to students.

The high school career guidance and counseling program is coordinated by the guidance staff, but each teacher takes responsibility for 13 to 17 students in the school's unique advocacy program called *WE*. Teachers meet with their advocacy groups for 1½ hours every other week to work on the career development curriculum and other age-appropriate activities to meet the career, educational planning, and social needs of every student. Groups are assigned by their graduating class and meet on a rotating schedule. In addition to the career development curriculum, the advocacy groups are structured to help students increase self-esteem and understand themselves. They discuss other age-appropriate topics such as dating violence and date rape. As a part of this program, teachers must make a yearly home visit to provide positive feedback to parents on their children. Counselors and administrators support the teachers in this program by providing the curriculum, videos, and print materials. While teachers started the Advocacy Program with some reluctance and many doubts, they have grown to believe it is an extremely worthwhile activity that improves student behavior and increases teacher morale.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1997 National Exemplary Career Guidance and Counseling Program search.

RICH SOUTH HIGH SCHOOL: HORIZON PROGRAM

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Rich South High School serves over 1,000 students from a middle class community in a suburban area south of Chicago. Each student has a personal educational and career plan developed through a structured four-year career guidance and counseling program called Horizon. Because of the plan and the experiences associated with completing the plan, each student has identified a career area that fits his or her interests and aptitudes. More importantly, they are aware of their educational options and have lined up experiences both at school and in the community that will help them understand and better fulfill their future career plan.

Horizon is delivered through a four-year developmental curriculum taught by guidance counselors in cooperation with the social studies, English, foreign language, technology, and math teachers. Teachers incorporate career development curriculum into their classes. They fully support the program and encourage their students to be actively involved. As proof of their belief in the program, those interviewed by the site visit team reported that they periodically bring their own children who attend other schools to use the Rich South career center's resources.

Changes in the guidance and counseling curriculum are made based on input from a Career Advisory Council composed of teachers, parents, students, and business representatives who meet once a month. Additional feedback is obtained from the Focus Group for Career Education made up of business representatives, the Superintendent, and the Vice-Principal who meet quarterly.

Students avail themselves of work and community experiences through the following: (1) the Community Experience Program—an on-the-job career research experience for 11th and 12th graders, (2) a local mall provides space and entrepreneurial assistance to the marketing class, (3) a job shadowing experience for at-risk students offered in coordination with the Business Education Career Initiative (BECI) and the South Suburban Gang Initiative, (4) the Internship and Cooperative Education Program for 12th graders who meet prerequisites, and (5) Career Fairs. The BECI program involves over forty businesses who provide the daylong job shadowing experiences.

Teachers and counselors believe their school "is successful because of everyone's willingness to find out how they can change what they do so students acquire the skills that businesses want." To help teachers design lessons that are more meaningful to the students, the school has initiated a Teacher Job Shadowing (teacher exchange) program through which teachers observe a worker in a chosen industry. The worker in turn comes to class and observes the teacher.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1998 National Exemplary Career Guidance and Counseling Program search.

DORCHESTER SCHOOL DISTRICT TWO CAREER DEVELOPMENT INITIATIVES

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Dorchester School District Two serves over 15,000 students from K-12th grades. Its coordinated, comprehensive career guidance and counseling program begins at the kindergarten level with career awareness activities and lessons that incorporate National Career Development Guidelines. Counselors and teachers provide classroom career development curriculum, service learning opportunities, and school-based enterprises. At the K-5 level, examples of these activities include *Wee Deliver*, a school post office run by the students while performing tasks that call for the integration of math and language arts skills; and the Cookie Factory Banking Program, a school-based, multigrade student-run cookie factory and store at which students sell stocks as well as cookies. The factory was opened with a loan from a bank. A bank representative also comes in and provides a seminar about saving, opening an account, and other banking operations.

In the middle school, every 6th grader takes an interest inventory and begins to explore areas of their highest career interest. During the 7th and 8th grades, mentoring opportunities are also offered based on the students' interests. Students stay with their mentors for two-three hours each month to either shadow or conduct full-scale experiments. In the 8th grade, students take various inventories, conduct research on their highest interest areas, and begin to think of potential courses for the 9th and 10th grade levels. They begin to work on their career portfolio they will keep through 12th grade. They also enter relevant experiences in their Student Career Planner. They participate in well-organized field trips to businesses and career schools. In addition, they learn about careers and economic planning decisions using *The Real Game*, an educational game that is incorporated year-round into the social studies curriculum. Students may participate in *VIP Tutors*, a peer tutoring program designed to assist students with special needs in skill development and other school activities. During Career Fair and Career Vehicle Days, students investigate three different occupations through interviews and information from booths and report their findings in a written and oral assignment for their language arts classes.

In the 10th grade, students are assessed using PLAN, an assessment tool that identifies a student's interest and abilities while measuring his or her achievement. Using this information as well as all they have learned about themselves throughout the program, students develop their course of study for the 11th and 12th grades. Counselors and teachers work to help students plan their courses and also to look at various work-based experiences such as internships, service learning, mentoring opportunities, apprenticeship, co-op programs, cadets, and school-based enterprises. For example, students in the Teacher Cadet program observe and teach classes at all levels. All students are given their Student Career Planner at the end of the 12th grade with a final interest assessment prior to graduation.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1998 National Exemplary Career Guidance and Counseling Program search.

LA CROSSE CENTRAL HIGH SCHOOL GUIDANCE/CAREER CENTER

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Central High School is a comprehensive high school serving about 1,300 students yearly. The school has a comprehensive career guidance program that is built on a three-step approach: (1) Know Yourself, (2) Explore the World of Work, and (3) Make a Match. The program has a Career Center facility located near the guidance offices. The Career Center offers a multitude of career materials and computer stations with exploration and planning programs. In addition to the regular office hours, the Career Center is open in the evening twice a month for parents and students to use the facilities or confer with counselors.

Know Yourself: In the first step of their program, counselors work with the students to help them understand themselves, their interests, and their values in terms of work and life. Freshmen write an essay on their dreams for the future which is graded by the English teacher; copies are submitted to the counselors for their use. They then take a battery of assessment instruments available in the Career Center either using paper and pencil or the online version. The assessments include My Future Quiz, Birkman Career Style Summary, The Career Interest Game, and Kingdomality Personal Preference Profile.

Explore the World of Work: During the second step, counselors, teachers, aides, and volunteers help students learn more about careers and the world of work. Students are aided by a variety of resources available at the Career Center, including a number of computer software programs as well as resources available online. Students learn career planning, how to conduct a career search, today's top jobs, and trends in the labor market. They also explore various materials and conduct computer searches for information regarding postsecondary options and financial aid. The assessments and research that students conduct are designed to help them decide on either of six career pathways, which is their next step.

Make a Match: This phase is designed to help students understand various aspects of jobs in a career cluster. Students participate in a wide range of experiences, including career fairs, field trips, and resource people who speak to classes about their careers. They may also participate in any of the following paid or unpaid activities: youth apprenticeships, co-op programs, mentorships, certificate programs, and job shadowing. Students can also opt to take a one semester, elective Careers class during their freshman year that provides a wide variety of activities to assist them in their career development, including the development of a portfolio and a résumé.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1998 National Exemplary Career Guidance and Counseling Program search.

CAREER GUIDANCE AND COUNSELING PROGRAM

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At Tony Goetz Elementary School, all the activities, projects, and instruction focus on careers. Students' skills in positive interaction with others are practiced through classroom guidance activities, including situational role paying and the peer mediation program. Students are continually exploring educational and occupational opportunities through interest inventories, teacher-developed lesson plans, field trips, and job experience opportunities. Students voluntarily perform school-based jobs during their recess time; keep time sheets; and are paid in "tiger bucks," which are spendable at the school store.

This schoolwide initiative has had a profound impact on every aspect of teaching and learning, as well as on parent and community involvement. Classroom teachers develop and provide instructional activities and units that incorporate National Career Development competencies. Instructional specialists complement the traditional curriculum with programs and projects that have career awareness and range from research activities in preparation for the school Job Fair to student job shadowing and teacher externships. Faculty and staff serve as advisors, supervisors, and evaluators for the school-based jobs that students perform. Staff also have planned professional development activities that complement the schoolwide focus on careers.

Business partners maintain active involvement in many aspects of the career guidance program. They serve in an advisory capacity in the development of curriculum materials; as resource speakers and hosts for job shadowing, field trips, and teacher externships; and as promoters of the program's various activities. Parents are involved in the planning and promotion of activities, production of career-based materials, supervision of students, and as resource speakers. Various agencies provide valuable support and assistance as well.

To evaluate students' school-to-work experiences, teachers use peer assessment, performance evaluations, and a survey of those who hold school-based jobs. After only one year of program implementation, school records showed that students had an increase of 4.8% in reading and 9.4% in math scores in a national standardized test and behavior problems dropped by 17%!

This program was recognized as exemplary by the U.S. Department of Education during the 1999 National Exemplary Career Guidance and Counseling Program search.

CAREER DEVELOPMENT CENTER

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San Joaquin Delta College (SJDC) is a state-supported community college located in a low socioeconomic area in Stockton, California, with an estimated enrollment of 18,000 students. The student population is highly diverse with 48% white, 20% Hispanic, 6% black, and 26% Asian and others. To prepare SJDC students for the challenges of a changing workplace and increased global competition, the Career Development Center (CDC) assists all students and potential students at SJDC with the much needed career life planning process. The CDC framework is based on the National Career Development Guidelines, California Community College (CCC) Student Matriculation Plan, CCC Quality Indicators for Gender Equity and Single Parent/Homemaker Programs, career development theories (e.g., John Holland), and other career development resources. The purpose of the CDC is to (1) enhance students' self-knowledge and (2) refine skills in seeking and processing information, analyzing career problems, formulating creative solutions, choosing the most promising career opportunities, and implementing plans to accomplish goals that integrate their personal and career aspirations. The career life planning process empowers students to face career problems and crises as well as acquire skills and hone capabilities to manage their own career development over a lifetime. CDC offers numerous services, including assistance on educational, career, and occupational exploration; decisionmaking and goal setting; scholarship/financial aid information; résumé writing; college orientation; child care grants; and interview skills refinement. The strategies used by CDC staff in reaching out to students are individual assistance, group presentations and workshops, a sequence of one unit career development courses, and independent study.

This program was recognized as exemplary by NCRVE's Office of Student Services during the 1995 National Exemplary Career Guidance and Counseling Program search.

ALLIED JOBS PROGRAM (formerly JOBS Program—OWLS [Older, Wiser, Learning Students])
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Designed to assist individuals who have dropped out of schools, those "trapped" in low-paying jobs, Aid to Families with Dependent Children (AFDC) recipients, and displaced homemakers, the JOBS Program—OWLS at the Northeastern Oklahoma A&M College in Miami, Oklahoma, has given these individuals the hope and the opportunity to become self-sufficient and break the cycle of dependency on the welfare system. The program collaborates with various agencies such as the Department of Human Services, Job Training Agency, Native American organizations, area churches, and community action groups in helping these adult students realize their dream of obtaining an education.

Prior to admission to the program, OWLS participants complete a comprehensive intake process that involves an evaluation of cognitive, behavioral, and social skills, as well as needs, interests, and abilities. Students work with counselors in making educational and career decisions. When admitted to the program, students sign a contractual agreement to ensure program compliance and student success. Counseling services include individual and family therapy, physical and sexual abuse therapy, substance abuse counseling, parenting, and educational services. An essential educational service that those involved in OWLS receive is the availability of highly qualified tutors in math, science, health science, and English. These tutors also assist in delivering the employability module that includes "Return to Learn," résumé building, and job readiness skills.

This program was recognized as exemplary by NCRVE's Office of Student Services during the 1995 National Exemplary Career Guidance and Counseling Program search.

THE PATHWAY PROGRAM
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The Pathway Program paves the way for aspiring disadvantaged and other underrepresented students to enter the Nursing and Allied Health programs in St. Petersburg Junior College. The program takes pride in its strong career guidance component and other services that enable students to increase their self-esteem and self-advocacy; improve their socialization, work, and study skills; gain knowledge on conflict

resolution and problem solving; and make career decisions that match their interests, abilities, and aptitudes. Services provided to Pathway participants include counseling, remediation, tutoring, assessment, financial assistance, resources, mentoring, career shadowing, and a well-planned curriculum. Pathway students sign individualized contracts that outline expectations and requirements they have to fulfill. In addition, students can avail of the services offered by other resource centers such as the New Initiative Program and Career Center. Successful graduates become ambassadors of the program. The impact of the program to students is captured best by one graduate's remark: "I want to give back what was given to me."

This program was recognized as exemplary by NCRVE's Office of Student Services during the 1995 National Exemplary Career Guidance and Counseling Program search.

STUDENT SERVICES/COUNSELING PROGRAM

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The Student Services/Counseling Program, an integral part of the Renton Technical College in Renton, Washington, serves a diverse student population that has an average age of 32-years-old. The program was established to serve all students, not just those who come to the counseling center. Guided by the *National Career Development Guidelines* and *A Guide for Counseling and Guidance Services* in Washington State, counselors are achieving their goals of facilitating (1) lifelong learning competencies; (2) personal effectiveness competencies required for social and personal development; and (3) life role competencies in multiple settings, including school, home, work, and community. Students' basic skills, interests, and aptitudes are assessed to determine career direction. Counselors assist students in setting educational and life goals and in making appropriate career choices. They also act as liaison among students, agencies, faculty, and administrators. To enhance students' success, the program provides support services, including counseling, financial aid information, co-op placement, job fairs, career fairs, tutoring, transportation, child care, and mentoring. The program has been successful in graduating approximately 1,200 students from the various occupational programs each year.

This program was recognized as exemplary by NCRVE's Office of Student Services during the 1995 National Exemplary Career Guidance and Counseling Program search.

SHARED COUNSELOR PARTNERSHIP PROGRAM

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North Harris College (NHC), in collaboration with its two service area school districts, Aldine Independent School District and Spring Independent School District, developed the Shared Counselor Partnership Program to facilitate the successful transition of secondary students into postsecondary education programs. The Shared Counselor Partnership Program maximizes student services in order to address the needs of all students, including members of special populations; students from different racial/ethnic, socioeconomic, and cultural backgrounds; and students at risk of failing or dropping out of school. This comprehensive student services system stresses the importance of early guidance of students in selecting education and career pathways through coordinated assessment, counseling, advisement, financial aid, and placement services. The program has forged strong ties with businesses and industries, public schools, universities, and other community entities to provide organized and connected learning opportunities for its diverse student population.

The Shared Counselor Partnership Program meets students' career development needs and concerns through group and individual counseling; group workshops on various topics, including stress management, family issues, résumé writing, and career planning; a peer/mentor system; vocational leadership conferences; and motivational speakers. The shared counselors, who function both as members of the high school's guidance program and as college advisors, assist students in career planning, preparation, and transition. Beginning in the 8th grade, students can take a career investigation class, are introduced to the Get A Life Career Portfolio, and develop their individual career plans. Senior-to-Senior Conferences provide an opportunity for graduates from the previous year to tell current seniors about college and/or career life after high school. Parents and students attend the Improved Career Decision-Making Workshop to learn about the latest career trends identified by the Texas State Occupational Information Coordinating Committee. Career fairs and college night programs provide students with relevant information to help them make appropriate career choices.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1996 National Exemplary Career Guidance and Counseling Program search.

PARKLAND COLLEGE, CAREER PLANNING AND EMPLOYMENT SERVICES

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Parkland College's Career Planning and Employment Services (CPES) is very successful in assisting students in making the transition to continuing education or the workplace. The office collaborates with faculty, administration, graduates, the local university, and business and industry to help students progress. It provides students as well as people in the community with a broad range of services, including counseling, advising, testing, job placement, and other support programs designed to enhance educational experiences, promote personal growth, and supply employment assistance. The office also collects critical data on student placements, salaries, program placements, and a variety of other information used regularly for program improvement and for guiding current and prospective students. Many human resource representatives of local business and industry rely heavily on the strong pool of candidates available through CPES.

The state supported community college located in Champaign-Urbana, Illinois, has an estimated enrollment of 9,000 students. The community is unique because of its high-technology research and development programs and companies and its diversity resulting from the presence of the University of Illinois. In addition to services to its clientele in the college, CPES staff also provide assistance to local citizens, business, industry, and agriculture.

A very popular monthly career development seminar is provided for anyone who wishes to attend. These seminars are designed to help students, graduates, and community members develop individual career plans based upon their own interests, abilities, and values. CPES' unique and innovative computerized job-management system matches employers with potential employees via the announcement of active openings on job bulletin boards throughout the college, with job-specific boards in each wing where specific career preparation takes place. Students, graduates, and alumni are allowed to use résumé writing software to create professional résumés. Résumés are placed online to be reviewed by prospective employers and job listings are available for students to use in searching for jobs of interest to them. CPES also publishes a weekly placement bulletin and distributes personalized mailings to participating students and alumni on a weekly basis. Students who wish to transfer to four-year colleges use the computer-generated lists of potential institutions selected on the basis of major, location, enrollment, and other relevant criteria. CPES alerts students to their services via career fairs, college publications, in-class presentations, and orientation classes. The counseling staff of the college also supports and assists with career preparation activities.

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1997 National Exemplary Career Guidance and Counseling Program search.

LEWIS AND CLARK COMMUNITY COLLEGE: CAREER AND EMPLOYMENT SERVICES

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The facilities of the former Monticello Women's College opened its doors in 1970 as the Lewis and Clark Community College (LCCC). LCCC is located in Godfrey, Illinois, across the Mississippi River from St. Louis. Each year, the college serves around 5,000 students in a wide variety of programs.

A major component of the career guidance and counseling program is offered through Psychology 130, an elective class taught by several teachers, including the special populations and adult education coordinators. About 250 students take the class per year. Those not enrolled in class avail themselves of the curriculum through well-advertised and popular individual and/or group meetings with counselors. The class also has an online version available for all.

Support services personnel include part-time counselors, student aides, and volunteers who work to assist students' career development. For example, staff from LCCC join the Association of American University Women (AAUW) to conduct a middle school gender equity program run by volunteers. Teachers who are academic advisors also work hand in hand with the counselors to ensure that students receive necessary information about their credits and goals.

There are a number of collaborative efforts between college faculty and staff and the community. Various businesses collaborate with the college through co-op programs; the local AAUW chapters collaborate with the college in offering an annual program for girls; the college also offers a job matching service for local companies, such as Olin Corporation and Florissant Mutual Co., to provide customized training to employees or would-be employees; Nuevo Technology provides paid positions for the co-op and apprenticeship programs; and small businesses around the area actively participate in both co-op and apprenticeship programs.

The transition of students from school to further education is facilitated by academic advisors in various transfer programs. The career placement office assists students in transitioning to work by arranging interviews, connecting students with work opportunities, and providing other referrals to various businesses. There is a staff member who assists students with special needs (e.g., students with disabilities or those trying to advance from welfare to work) to access the services they need to succeed. The college also maintains flexibility in their offerings to make sure that students get the credit they deserve. For example, the Jobs 100 class for welfare-to-work students is available as an independent study or can be taken as an elective.

The career guidance and counseling program undergoes constant changes depending on the needs of the students and the evaluation and feedback from users of the career center. Data collection includes the number of users of the career center and their degree of satisfaction with services provided. LCCC also receives employment data from the state as well as transfer data from universities.

Past and current students who were interviewed by the site visit team feel the college offered them an opportunity to get to know themselves and learn that they can be

good at something. Overall, they feel the LCCC instructors "care about students." They like the atmosphere at the college and feel that they are "like a family here."

This program was recognized as exemplary by NCRVE's Office of Student Services and the U.S. Department of Education during the 1998 National Exemplary Career Guidance and Counseling Program search.

Legislation with Pertinent Career Development Mandates

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION AMENDMENTS OF 1998

The following are selected portions of the Perkins III Act relevant to career guidance and counseling:

TITLE I—VOCATIONAL AND TECHNICAL EDUCATION ASSISTANCE TO THE STATES

Part A—ALLOTMENT AND ALLOCATION

SEC. 118. OCCUPATIONAL AND EMPLOYMENT INFORMATION.

(b) STATE LEVEL ACTIVITIES - In order for a State to receive a grant under this section, the eligible agency and the Governor of the State shall jointly designate an entity in the State—

(1) to provide support for a career guidance and academic counseling program designed to promote improved career and education decisionmaking by individuals (especially in areas of career information delivery and use);

(2) to make available to students, parents, teachers, administrators, and counselors, and to improve accessibility with respect to, information and planning resources that relate educational preparation to career goals and expectations;

(3) to equip teachers, administrators, and counselors with the knowledge and skills needed to assist students and parents with career exploration, educational opportunities, and education financing;

(4) to assist appropriate State entities in tailoring career-related educational resources and training for use by such entities;

(5) to improve coordination and communication among administrators and planners of programs authorized by this Act and by section 15 of the Wagner-Peyser Act at the Federal, State, and local levels to ensure nonduplication of efforts and the appropriate use of shared information and data; and

(6) to provide ongoing means for customers, such as students and parents, to provide comments and feedback on products and services and to update resources, as appropriate, to better meet customer requirements.

SEC. 114. NATIONAL ACTIVITIES.

(c) RESEARCH, DEVELOPMENT, DISSEMINATION, EVALUATION, AND ASSESSMENT -

(3) EVALUATION AND ASSESSMENT -

(B) CONTENTS - The assessment required under paragraph (1) shall include descriptions and evaluations of—

(iv) participation of students in vocational and technical education programs;

(v) academic and employment outcomes of vocational and technical education, including analyses of—

(I) the number of vocational and technical education students and tech-prep students who meet State adjusted levels of performance;

(II) the extent and success of integration of academic, and vocational and technical, education for students participating in vocational and technical education programs; and

(III) the extent to which vocational and technical education programs prepare students for subsequent employment in high wage, high skill careers or participation in post-secondary education;

(vi) employer involvement in, and satisfaction with, vocational and technical education programs;

SEC. 122. STATE PLAN.

(c) PLAN CONTENTS - The State plan shall include information that—

(1) describes the vocational and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

(C) how such programs will prepare vocational and technical education students for opportunities in post-secondary education or entry into high skill, high wage jobs in current and emerging occupations; and

(2) describes how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided;

(3) describes how the eligible agency will actively involve parents, teachers, local businesses (including small- and medium-sized businesses), and labor organizations in the planning, development, implementation, and evaluation of such vocational and technical education programs;

(8) describes how individuals who are members of the special populations—

(C) will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and prepare special populations for further learning and for high skill, high wage careers;

(17) describes how funds will be used to promote preparation for nontraditional training and employment;

(19) describes how funds will be used effectively to link secondary and post-secondary education;

SEC. 124. STATE LEADERSHIP ACTIVITIES.

(a) GENERAL AUTHORITY - From amounts reserved under section 112(a)(2), each eligible agency shall conduct State leadership activities.

(b) REQUIRED USES OF FUNDS - The State leadership activities described in subsection (a) shall include—

(1) an assessment of the vocational and technical education programs carried out with funds under this title that includes an assessment of how the needs of special populations are being met and how such programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for further learning or for high skill, high wage careers;

(2) developing, improving, or expanding the use of technology in vocational and technical education that may include—

(A) training of vocational and technical education personnel to use state-of-the-art technology, that may include distance learning;

(B) providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field; or

(C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;

(3) professional development programs, including providing comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel, that—

(A) will provide inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, effective teaching skills based on research, and effective practices to improve parental and community involvement; and

(B) will help teachers and personnel to assist students in meeting the State adjusted levels of performance established under section 113;

(C) will support education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students to ensure that such teachers stay current with the needs, expectations, and methods of industry; and

(D) is integrated with the professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6001 et seq.) and title II of the Higher Education Act of 1965;

(4) support for vocational and technical education programs that improve the academic, and vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical components of such vocational and technical education programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical subjects;

(5) providing preparation for nontraditional training and employment;

(6) supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, parents, and local partnerships, to enable students to achieve State academic standards, and vocational and technical skills;

(7) serving individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities; and

(8) support for programs for special populations that lead to high skill, high wage careers.

(c) PERMISSIBLE USES OF FUNDS - The leadership activities described in subsection (a) may include—

(1) technical assistance for eligible recipients;

(2) improvement of career guidance and academic counseling programs that assist students in making informed academic, and vocational and technical education decisions;

(7) support for vocational and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;

(9) support for education and business partnerships;

(12) providing assistance to students, who have participated in services and activities under this title, in finding an appropriate job and continuing their education.

SEC. 134. LOCAL PLAN FOR VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS.

(b) CONTENTS - The eligible agency shall determine requirements for local plans, except that each local plan shall—

(3) describe how the eligible recipient will—

(B) provide students with strong experience in and understanding of all aspects of an industry; and

(4) describe how parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of vocational and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title;

(6) describe the process that will be used to independently evaluate and continuously improve the performance of the eligible recipient;

(7) describe how the eligible recipient—

(A) will review vocational and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; and

(9) describe how funds will be used to promote preparation for nontraditional training and employment; and

(10) describe how comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel will be provided.

SEC. 135. LOCAL USES OF FUNDS.

(b) REQUIREMENTS FOR USES OF FUNDS - Funds made available to eligible recipients under this part shall be used to support vocational and technical education programs that—

(2) provide students with strong experience in and understanding of all aspects of an industry;

(3) develop, improve, or expand the use of technology in vocational and technical education, which may include—

(A) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;

(B) providing vocational and technical education students with the academic, and vocational and technical skills that lead to entry into the high technology and telecommunications field; or

(C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs;

(4) provide professional development programs to teachers, counselors, and administrators, including—

(A) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;

(8) link secondary vocational and technical education and post-secondary vocational and technical education, including implementing tech-prep programs.

(c) PERMISSIVE - Funds made available to an eligible recipient under this title may be used—

(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of vocational and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

(2) to provide career guidance and academic counseling for students participating in vocational and technical education programs;

(3) to provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;

(4) to provide programs for special populations;

(5) for local education and business partnerships;

(6) to assist vocational and technical student organizations;

(7) for mentoring and support services;

(8) for leasing, purchasing, upgrading, or adapting equipment, including instructional aides;

(12) to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;

(13) to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;

(14) to support nontraditional training and employment activities; and

(15) to support other vocational and technical education activities that are consistent with the purpose of this Act.

SEC. 204. TECH-PREP EDUCATION.

(c) CONTENTS OF TECH-PREP PROGRAM - Each tech-prep program shall—

(5) include training programs for counselors designed to enable counselors to more effectively—

(A) provide information to students regarding tech-prep education programs;

(B) support student progress in completing tech-prep programs;

(C) provide information on related employment opportunities;

(D) ensure that such students are placed in appropriate employment; and

(E) stay current with the needs, expectations, and methods of business and all aspects of an industry.

SCHOOL-TO-WORK OPPORTUNITIES ACT OF 1994
(MAY 4, 1994)

The following are selected sections of the School-to-Work Opportunities Act that are relevant to career guidance and counseling:

TITLE I—SCHOOL-TO-WORK OPPORTUNITIES BASIC PROGRAM COMPONENTS

SECTION 101. GENERAL PROGRAM REQUIREMENTS.

A School-to-Work Opportunities program under this Act shall—

(1) integrate school-based learning and work-based learning, as provided for in sections 102 and 103, integrate academic and occupational learning, and establish effective linkages between secondary and post-secondary education;

(2) provide participating students with the opportunity to complete career majors;

(3) incorporate the program components provided in sections 102 through 104;

(4) provide participating students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are preparing to enter; and

(5) provide all students with equal access to the full range of such program components (including both school-based and work-based learning components) and related activities, such as recruitment, enrollment, and placement activities, except that nothing in this Act shall be construed to provide any individual with an entitlement to services under this Act.

SECTION 102. SCHOOL-BASED LEARNING COMPONENT.

The school-based learning component of a School-to-Work Opportunities program shall include—

(1) career awareness and career exploration and counseling (beginning at the earliest possible age, but not later than the 7th grade) in order to help students who may be interested to identify, and select or reconsider, their interests, goals, and career majors, including those options that may not be traditional for their gender, race, or ethnicity;

(2) initial selection by interested students of a career major not later than the beginning of the 11th grade;

(3) a program of study designed to meet the same academic content standards the State has established for all students, including, where applicable, standards established under the Goals 2000: Educate America Act, and to meet the requirements necessary to prepare a student for post-secondary education and the requirements necessary for a student to earn a skill certificate;

(4) a program of instruction and curriculum that integrates academic and vocational learning (including applied methodologies and team-teaching strategies), and incorporates instruction, to the extent practicable, in all aspects of an industry, appropriately tied to the career major of a participant;

(5) regularly scheduled evaluations involving ongoing consultation and problem solving with students and school dropouts to identify their academic strengths and weaknesses, academic progress, workplace knowledge, goals, and the need for additional learning opportunities to master core academic and vocational skills; and

(6) procedures to facilitate the entry of students participating in a School-to-Work Opportunities program into additional training or post-secondary education programs, as well as to facilitate the transfer of the students between education and training programs.

SECTION 103. WORK-BASED LEARNING COMPONENT.

(a) Mandatory Activities.—The work-based learning component of a School-to-Work Opportunities program shall include—

(1) work experience;

(2) a planned program of job training and work experiences (including training related to preemployment and employment skills to be mastered at progressively higher levels) that are coordinated with learning in the school-based learning component described in section 102 and are relevant to the career majors of students and lead to the award of skill certificates;

(3) workplace mentoring;

(4) instruction in general workplace competencies, including instruction and activities related to developing positive work attitudes, and employability and participative skills; and

(5) broad instruction, to the extent practicable, in all aspects of the industry.

(b) Permissible Activities.—Such component may include such activities as paid work experience, job shadowing, school-sponsored enterprises, or on-the-job training.

SECTION 104. CONNECTING ACTIVITIES COMPONENT.

The connecting activities component of a School-to-Work Opportunities program shall include—

(1) matching students with the work-based learning opportunities of employers;

(2) providing, with respect to each student, a school site mentor to act as a liaison among the student and the employer, school, teacher, school administrator, and parent of the student, and, if appropriate, other community partners;

(3) providing technical assistance and services to employers, including small- and medium-sized businesses, and other parties in—

(A) designing school-based learning components described in section 102, work-based learning components described in section 103, and counseling and case management services; and

(B) training teachers, workplace mentors, school site mentors, and counselors;

(4) providing assistance to schools and employers to integrate school-based and work-based learning and integrate academic and occupational learning into the program;

(5) encouraging the active participation of employers, in cooperation with local education officials, in the implementation of local activities described in section 102, section 103, or this section;

(6) (A) providing assistance to participants who have completed the program in finding an appropriate job, continuing their education, or entering into an additional training program; and

(B) linking the participants with other community services that may be necessary to assure a successful transition from school to work;

(7) collecting and analyzing information regarding post-program outcomes of participants in the School-to-Work Opportunities program, to the extent practicable, on the basis of socioeconomic status, race, gender, ethnicity, culture, and disability, and on the basis of whether the participants are students with limited-English proficiency, school dropouts, disadvantaged students, or academically talented students; and

(8) linking youth development activities under this Act with employer and industry strategies for upgrading the skills of their workers.

ELEMENTARY AND SECONDARY SCHOOL COUNSELING IMPROVEMENT ACT OF 1999 (S.1443)

(Introduced in the Senate July 27, 1999 –
Action has not been taken as of the date of this publication.)

SECTION 1. SHORT TITLE.

This Act may be cited as the 'Elementary and Secondary School Counseling Improvement Act of 1999.'

SEC. 2. FINDINGS AND PURPOSE.

(a) FINDINGS - Congress finds that—

(1) elementary and secondary school children are being subjected to unprecedented social stresses, including fragmentation of the family, drug and alcohol abuse, violence, child abuse, and poverty;

(2) an increasing number of elementary and secondary school children are exhibiting symptoms of distress, such as substance abuse, emotional disorders, violent outbursts, disruptive behavior, juvenile delinquency, and suicide;

(3) between 1984 and 1994, the homicide rate for adolescents doubled, while the rate of nonfatal violent crimes committed by adolescents increased by almost 20 percent;

(4) according to the National Institute of Mental Health, up to one in five children and youth have psychological problems severe enough to require some form of professional help, yet only 20 percent of youth with mental disorders or their families receive help;

(5) the Institute of Medicine has identified psychological counseling as the most serious school health need for the normal development of our Nation's children and youth;

(6) school counselors, school psychologists, and school social workers can contribute to the personal growth, educational development, and emotional well-being of elementary and secondary school children by providing professional counseling, intervention, and referral services;

(7) the implementation of well-designed school counseling programs has been shown to increase students' academic success;

(8) the national average student-to-counselor ratio in elementary and secondary schools is 531 to 1, and the average student-to-psychologist ratio is 2,300 to 1;

(9) it is recommended that to effectively address students' mental health and development needs, schools have 1 full-time counselor for every 250 students, 1 psychologist for every 1,000 students, and 1 school social worker for every 800 students;

(10) the population of elementary and secondary school students in the United States is expected to increase dramatically during the 5 to 10 years beginning with 1999;

(11) the Federal Government can help reduce the risk of academic, social, and emotional problems among elementary and secondary school children by stimulating the development of model school counseling programs; and

(12) the Federal Government can help reduce the risk of future unemployment and assist the school-to-work transition by stimulating the development of model school counseling programs that include comprehensive career development.

(b) PURPOSE - It is the purpose of this Act to enhance the availability and quality of counseling services for elementary and secondary school children by providing grants to local educational agencies to enable such agencies to establish or expand effective and innovative counseling programs that can serve as national models.

SEC. 3. SCHOOL COUNSELING.

Section 10102 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8002) is amended to read as follows:

SEC. 10102. ELEMENTARY SCHOOL AND SECONDARY SCHOOL COUNSELING DEMONSTRATION.

(a) COUNSELING DEMONSTRATION -

(1) IN GENERAL - The Secretary may award grants under this section to local educational agencies to enable the local educational agencies to establish or expand elementary school and secondary school counseling programs.

(2) PRIORITY - In awarding grants under this section, the Secretary shall give special consideration to applications describing programs that—

(A) demonstrate the greatest need for new or additional counseling services among the children in the schools served by the applicant;

(B) propose the most promising and innovative approaches for initiating or expanding school counseling; and

(C) show the greatest potential for replication and dissemination.

(3) EQUITABLE DISTRIBUTION - In awarding grants under this section, the Secretary shall ensure an equitable geographic distribution among the regions of the United States and among urban, suburban, and rural areas.

(4) DURATION - A grant under this section shall be awarded for a period not to exceed three years.

(5) MAXIMUM GRANT - A grant under this section shall not exceed $400,000 for any fiscal year.

(b) APPLICATIONS-

(1) IN GENERAL - Each local educational agency desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may reasonably require.

(2) CONTENTS - Each application for a grant under this section shall—

(A) describe the school population to be targeted by the program, the particular personal, social, emotional, educational, and career development needs of such population, and the current school counseling resources available for meeting such needs;

(B) describe the activities, services, and training to be provided by the program and the specific approaches to be used to meet the needs described in subparagraph (A);

(C) describe the methods to be used to evaluate the outcomes and effectiveness of the program;

(D) describe the collaborative efforts to be undertaken with institutions of higher education, businesses, labor organizations, community groups, social service agencies, and other public or private entities to enhance the program and promote school-linked services integration;

(E) describe collaborative efforts with institutions of higher education which specifically seek to enhance or improve graduate programs specializing in the preparation of school counselors, school psychologists, and school social workers;

(F) document that the applicant has the personnel qualified to develop, implement, and administer the program;

(G) describe how any diverse cultural populations, if applicable, would be served through the program;

(H) assure that the funds made available under this part for any fiscal year will be used to supplement and, to the extent practicable, increase the level of funds that would otherwise be available from non-Federal sources for the program described in the application, and in no case supplant such funds from non-Federal sources; and

(I) assure that the applicant will appoint an advisory board composed of parents, school counselors, school psychologists, school social workers, other pupil services personnel, teachers, school administrators, and community leaders to advise the local educational agency on the design and implementation of the program.

Glossary

All Students means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students; students with diverse racial, ethnic, or cultural backgrounds; American Indians; Alaska Natives; Native Hawaiians; students with disabilities; students with limited-English proficiency; migrant children; school dropouts; and academically talented students. (STWOA, 1994)

Registered **Apprenticeship** describes those programs that meet specific federally approved standards designed to safeguard the welfare of apprentices. The programs are registered with the Bureau of Apprenticeship and Training (BAT), U.S. Department of Labor, or one of 27 State Apprenticeship Agencies or Councils approved by BAT. Apprenticeships are relationships between an employer and employee during which the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employee associations. (National School-to-Work Office, 1996)

Basic Skills are essential academic and personal abilities that are necessary for success in school and the workplace. Traditionally referred to as the three R's = reading, writing, and arithmetic, in recent times, the term has been expanded by both educators and employers to include a number of cognitive and interpersonal abilities, including the capability to think and solve problems; to communicate information in oral, written, and electronic forms; to work effectively alone and in teams; and to take responsibility for one's own development. (National School-to-Work Office, 1996)

Career Awareness activities generally take place at the elementary level. They are designed to make students aware of the broad range of careers and/or occupations in the world of work, including options that may not be traditional for their gender, race, or ethnicity. Career awareness activities range from limited exposure to the world of work through occasional field trips and classroom speakers, to comprehensive exposure. The latter may involve curriculum redesign, introduction of students to a wide span of career options, and integration with activities at the middle school level. (National School-to-Work Office, 1996)

Career Development is the process through which an individual comes to understand his or her place in the world of work. Students develop and identify their careers through a continuum of career awareness, career exploration, and work exposure activities that helps them to discern their own career path. Career development encompasses an individual's education and career-related choices, and the outcome of those choices. (National School-to-Work Office, 1996)

Career Exploration generally takes place at the middle school level and is designed to provide some in-depth exposure to career options for students. Activities may include the study of career opportunities in particular fields to identify potential careers, writing individual learning plans that dovetail with career majors offered at the high school level, or review of local labor market information. (National School-to-Work Office, 1996)

Career Exposure can be defined as activities at the high school level that provide actual work experience connecting classroom learning to work. (National School-to-Work Office, 1996)

Career Guidance and Academic Counseling - The term "career guidance and academic counseling" means providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall include financial aid and postsecondary options. (Perkins III)

Career Guidance and Counseling means programs (1) pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decisionmaking, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and ongoing market needs, trends, and opportunities; (2) that assist individuals in making and implementing informed educational and occupational choices; and (3) that aid students to develop career options with attention to surmounting gender, race, ethnic, disability, language, or socioeconomic impediments to career options and encouraging careers in nontraditional employment. (STWOA, 1994)

Career Major means a coherent sequence of courses or field of study that prepares a student for a first job and that (1) integrates academic and occupational learning, integrates school-based and work-based learning, and establishes linkages between secondary schools and postsecondary institutions; (2) prepares the student for employment in a broad occupational cluster or industry sector; (3) typically includes at least two years of secondary education and at least one or two years of postsecondary education; (4) provides the students, to the extent practicable, with strong experience in and understanding of all aspects of the industry the students are planning to enter; (5) results in the award of a high school diploma or its equivalent; a certificate or diploma recognizing successful completion of one or two years of postsecondary education (if appropriate); and a skill certificate; and (6) may lead to further education and training, such as entry into a registered apprenticeship program or admission into a two- or four-year college or university. (STWOA, 1994)

A **Career Map** is a written plan of study that helps students select a coherent sequence of secondary (and where appropriate, postsecondary) courses and experiences to prepare them for college entry or work in a selected career cluster or area. Career maps are particularly valuable for entering high school freshmen because they can provide the students with the direction they need in scheduling their course of study in their career of choice. (National School-to-Work Office, 1996)

Connecting Activities are programs or human resources that help link school- and work-based educational programs in the manner described in the School-to-Work Opportunities Act. Connecting activities include

1. matching students with work-based opportunities.
2. using school site mentors as liaisons between educators, business, parents, and community partners.

3. providing technical assistance to help employers and educators design comprehensive STW systems.

4. providing technical assistance to help teachers integrate school- and work-based learning as well as academic and occupational subject matter.

5. encouraging active business involvement in school- and work-based activities.

6. assisting STW completers in finding appropriate work, continuing their education or training, and linking them to other community services.

7. evaluating post-program outcomes to assess program success, particularly with reference to selected populations.

8. linking existing youth development activities with employer and industry strategies to upgrade worker skills. (STWOA, 1994)

Job Shadowing is typically a part of career exploration activities in late middle and early high school. A student follows an employee at a firm for one or more days to learn about a particular occupation or industry. Job shadowing can help students explore a range of career objectives and select a career major for the latter part of high school. (National School-to-Work Office, 1996)

Nontraditional Training and Employment - The term "nontraditional training and employment" means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work. (Perkins III)

On-the-Job Training is hands-on training in specific occupational skills that students receive as part of their workplace experiences. (National School-to-Work Office, 1996)

A **Portfolio** is a collection of work that documents a student's educational performance over time. While there is no standard format that a portfolio must take, it typically includes a range of materials (e.g., reports, photographs) selected by the student. A brief introduction and summary statement may describe how the portfolio was assembled and what was learned in the compilation process. Portfolios may be used for a variety of purposes, including increasing student learning opportunities; helping students demonstrate a wide variety of skills; assisting students in recognizing their own academic growth; and teaching students to take greater responsibility for their own learning and development. Instructors report that the portfolio process can increase collaboration with students, provide an alternative means of observing students' cognitive and academic progress, help drive program improvement, and foster professional development by helping teachers to organize and manage their curriculum. (National School-to-Work Office, 1996)

Tech Prep is the name given to programs that offer at least four years of sequential coursework at the secondary and postsecondary levels to prepare students for technical careers. Programs typically begin in 11th grade and result in an award of an associate's degree or certificate after two years of postsecondary training. Other Tech Prep combinations are also available, depending on local consortium arrangements. Tech Prep is

designed to build student competency in academic subjects and to provide broad technical preparation in a career area. Coursework integrates academic and vocational subject matter and may provide opportunities for dual enrollment in academic and vocational courses at secondary and postsecondary institutions. (National School-to-Work Office, 1996)

Tech-Prep Program - The term "tech-prep program" means a program of study that—

(A) combines at a minimum two years of secondary education (as determined under State law) with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study;

(B) integrates academic, and vocational and technical, instruction, and utilizes work-based and worksite learning where appropriate and available;

(C) provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics;

(D) builds student competence in mathematics, science, reading, writing, communications, economics, and workplace skills through applied, contextual academics, and integrated instruction in a coherent sequence of courses;

(E) leads to an associate or a baccalaureate degree or a postsecondary certificate in a specific career field; and

(F) leads to placement in appropriate employment or to further education. (Perkins III)

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APPENDIX A. WORKSHEETS

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Pre-Workshop Assessment Form

DEVELOPED BY

National Center for Research in Vocational Education

IN COOPERATION WITH

U.S. Department of Education, Office of Vocational and Adult Education
American School Counselor Association
Association for Career and Technical Education
University of Wisconsin–Madison, Center on Education and Work

PRE-WORKSHOP ASSESSMENT FORM

Date: _____

Prepared by: _____
(Name of team contact person)

Position: _____

School: _____

School District: _____

INTRODUCTION

As you know, your school is participating in a professional development program designed to help improve student outcomes through enhancing the school's career development program. This professional development program has been designed by the National Center for Research in Vocational Education in cooperation with the U.S. Department of Education Office of Vocational and Adult Education, the American School Counselor Association, the Association for Career and Technical Education, and the Center on Education and Work at the University of Wisconsin–Madison.

We are pleased to welcome you as the contact person of your school's leadership team in this effort. In order for us to customize your professional development program, we need information about your school. Please assist us by completing the survey about your existing program as well as current needs and concerns. The information you provide will be used to tailor our professional development workshop to meet your needs.

INSTRUCTIONS

A series of statements follow **about your school's career development program**. (Please see the definitions at the end of this questionnaire for terminologies used.) Opposite each statement, choose the column (*Yes, Somewhat, No, Not Applicable*) that best represents your opinion about your program. Please write any additional comments in the *Remarks* column or use additional paper as necessary. We suggest your team (1) meet and discuss these items, (2) come to a consensus, (3) call us for any clarifications (see page 9), (4) meet again, if necessary, and (5) fax or mail to us the completed questionnaire.

We appreciate your help in responding to this questionnaire. Your responses are valuable and will be used to design a professional development program that will best meet your school's needs. Thank you. We look forward to working with you.

CAREER DEVELOPMENT PROGRAM

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
The career development program has a vision statement, which is tied to the school's vision statement.					
The program has a mission statement that defines the purpose and how this purpose relates to the needs of the population served.					
The program goals are clearly stated and include the methods used to achieve those goals.					
An organizational chart or table identifying operational elements and administrative personnel in charge is available.					

Career Development Plan, Delivery System, and Assessment

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
Career development is addressed at all grade and age levels.					
The program is based on the National Career Development Guidelines. If not, what is the basis for your program (e.g., state guidelines)?					
Your school's career guidance/career development program is viewed as an integral *program* with regularly scheduled student contact time for all students.					
The career development program is clearly described and includes schedules and the person(s) or team(s) responsible for its delivery.					
A specific career development curriculum is provided at each grade level.					
The career development curriculum is based on competencies and student indicators.					
Counselors team teach the career development curriculum and/or coordinate with teachers to integrate career development content into the curriculum.					
Career planning curriculum and content is clearly linked to the individual career planning process at the middle and high school levels.					

Adapted with permission from *Career Development Program Plan* by R. Lambert and J. Ettinger, 1995, Madison: University of Wisconsin-Madison, Center on Education and Work.

Career Development Plan, Delivery System, and Assessment (continued)

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
All students prepare and complete an Individual Career Plan (ICP) and update it on a regular basis with direction from the counselor, teacher advisor, or other career development facilitator. The ICPs address high school preparation for postsecondary options such as Tech Prep, youth apprenticeships, four-year college, two-year college, or work. Career planning for all students is integrated with the instructional component of career development and regular classroom and/or work-based learning. All students are provided with interest and aptitude assessments, as well as interpretation. Counselors and teachers understand assessments as they apply to career planning. All students acquire appropriate work experiences, job shadowing, or other work-based learning experiences.					

Addressing Diverse Student Populations

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
Counselors and staff have and use a program for serving the diverse needs of its participants. Counselors and staff pay attention to and support participation of women, minorities, at-risk students, and those with special needs in nontraditional careers such as those in technical areas.					

Adapted with permission from *Career Development Program Plan* by R. Lambert and J. Ettinger, 1995, Madison: University of Wisconsin–Madison, Center on Education and Work.

Program Support Services and Facilities

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
A career center is available and contains adequate resources accessible by all students, teachers, parents, and other school staff.					
All students and parents have access to resources, including state and national, printed and computerized, career, occupational, and educational information.					
All students have access to resources that explain school-to-school and school-to-work options.					
Teachers have curriculum materials for integrating career development competencies into their content areas.					
Career and labor market information is used in the career development curriculum and in career decisionmaking.					
Counselors, staff, students, and parents have access to resources that explain school-to-work options in the district such as Tech Prep, youth apprenticeships, career clustering, work experience programs, and job shadowing.					
Counselors support teachers with career development resources such as career development curricula, information, and community resource persons.					
All students participate in activities that promote nontraditional, higher wage occupations.					
Job shadowing, work experience, and other work-based learning experiences are available to all students.					
There is adequate space for counselors to conduct individual and group activities with students and/or parents.					

Family/Parental Involvement and Support

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
Parents are actively involved and participate in the career planning process with their children.					
Parents are involved in an advisory role in the program.					
Nontraditional careers/higher wage opportunities are thoroughly explained for all students and parents.					

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Faculty/Staff Involvement

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
Teachers, librarians, and other school staff/personnel are involved in and understand the goals of the career development program.					
All school staff understand how their contributions to the career development program fit in with the comprehensive K-12 program.					
Teachers understand the content of applied courses.					
Teachers understand the relationship of basic skills such as reading, writing, mathematics, communication, critical thinking, problem solving, and teamwork.					
Teachers understand articulation agreements between institutions so they can advise students appropriately.					
Teachers understand course sequences, career maps, and clusters designed to transition students between secondary and postsecondary institutions.					

Intra- and Interagency Collaboration

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
The program has a formal Project Advisory Committee with members representing the community, teachers, parents, and students.					
Counselors promote a positive healthy school climate in which all individuals are valued for their participation.					
The career development program has a formal link with counseling programs at the postsecondary institutions where students frequently attend.					
Formal agreements for transition of secondary students to postsecondary education or training are in place.					
Postsecondary counselors (e.g., local community college) are familiar with the secondary career development programs and career options presented to students.					
Counselors are involved in developing Tech Prep, applied academics, youth apprenticeships, or other curriculum restructuring efforts.					
Counselors and staff provide schoolwide activities promoting technical as well as other career options.					

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Intra- and Interagency Collaboration (continued)

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
Counselors act as agents for change by working with teachers to infuse career awareness activities throughout the curriculum. Postsecondary counselors and instructors support teachers and counselors with resources, curriculum consultation, and career services. Counselors actively seek out partnerships or working relationships with other school personnel that will help students make informed career choices.					

Business/Industry Collaboration

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
Counselors are aware of, and involved in, partnerships between education and businesses/industry/labor. Counselors communicate regularly with business about the preparation of students for work. Business/industry/labor management and employers are available to talk with students about work and employment. A networking system exists which the program can draw upon for job shadowing, work experiences, and mentorship opportunities.					

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Institutional and Financial Support

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
There is evidence of administrative and/or governing body support to the program. Policies supporting the program have been instituted and are clearly stated. Adequate financial resources are available for program staff's salaries, activities, and materials. Program funding is stable and reliable and comes from diverse sources (both local and state, internal and external).					

Guidance Personnel Qualification

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
Staff with appropriate education, experience, and professional credentials or licensing operate the program. The ratio between counselor to student is no higher than 1:300.					

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Professional Development

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
There is a professional development program that is aligned with the mission and goals of the career development program.					
Counselors are actively involved in organizing for and attending professional development activities.					
Counselors conduct professional development activities for others such as peer counselors, teachers, or educational agencies.					
Support and incentives are available for counselors and staff to attend professional development activities.					
Counselors understand the relationship of basic skills such as reading, writing, mathematics, communication, critical thinking, problem solving, and teamwork.					
Counselors understand articulation agreements between institutions so they can advise students appropriately.					
Counselors understand course sequences, career maps, and clusters designed to transition students between secondary and postsecondary institutions.					
Counselors understand the content of applied courses.					

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Evidence of Program Effectiveness

Program Status	Current Status				Remarks
	Yes	Some-what	No	N/A	
A needs assessment has been completed that looks at career development services in my school.					
Regular evaluations are conducted of the career development program.					
Evaluation reports are prepared and shared with key program personnel and a Project Advisory Committee.					
Administrators, program staff, and others use these reports for program planning and improvement.					
The program has a record or evidence of effectiveness such as career development competencies demonstrated by students, success rates of dropout programs, numbers of students employed upon graduation, follow-up data, and follow-along information.					
The program has evidence showing that changes have occurred because of the guidance program.					
The program has evidence to demonstrate gains made by students in identified areas.					
Teachers and other staff members, students, parents, business/community representatives, and other individuals or groups provide feedback on program effectiveness.					

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To be completed during the workshop.

TEAM PLANNING WORKSHEETS

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

IN COOPERATION WITH

U.S. DEPARTMENT OF EDUCATION, OFFICE OF VOCATIONAL AND ADULT EDUCATION
AMERICAN SCHOOL COUNSELOR ASSOCIATION
ASSOCIATION FOR CAREER AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN–MADISON, CENTER ON EDUCATION AND WORK

TEAM PLANNING WORKSHEETS

The team's recorder should complete these forms.

1. Please list the following persons who will lead, record, and report for your team during this workshop.

   Team Name (School): _____

   Team Leader: _____

   Recorder: _____

   Reporter: _____

2. As a team, discuss the meaning of career development and record your definition below.

   _____

   _____

3. List some of the major problems in your school that a good career development program might help solve.

   _____

   _____

4. What project will your team plan during this workshop?

   A. What will you do (e.g., Plan a 9th grade class that includes . . .)?

   _____

   _____

   B. Who will do it? On a separate sheet, make a list of programs currently in place in your school that may address career development competencies/goals.

   _____

   _____

   C. For whose benefit?

   _____

   _____

D. What will be the outcomes or evidence of success?

E. How will outcomes or evidence of success be measured?

F. Who is accountable?

5. Who will serve on your Project Advisory Committee?

6. When will your team meet during the year (Dates?)?

7. Professional Development

A. When will you provide inservice for those who will implement the project?

B. How will you determine what inservice is necessary?

Action Plan Form

To be completed before the end of the workshop.

Team Name (School): _____

Program Title: _____

Goal/Vision: _____

Activity	Target Date	Resources Needed	Persons Responsible	Desired Outcomes	Assessment

NCRVE National Center for Research in Vocational Education
Improving Career Guidance Programs Through Professional Development Project

Follow-Up Schedule

To be completed before the end of the workshop.

Team Name (School): _____

Contact Date	Form of Contact (telephone/e-mail/letter, etc.)	Materials Due	Date Due
• September			
• October			
• November			
• December			

RESHAPING CAREER DEVELOPMENT PROGRAMS
CITY WORKSHOP

(Day 1)

EVALUATION

1. Please evaluate each session by circling the response that best describes your opinion.

Session/Activity Title	Not Useful				Very Useful
Workshop Goal/Career Development	1	2	3	4	5
Exemplary Program A	1	2	3	4	5
Exemplary Program B	1	2	3	4	5
Developing the Plan	1	2	3	4	5

2. What did you like about today's workshop? _____

_____

_____

3. What would you have changed about today's workshop? _____

_____

_____

4. Do you have suggestions for tomorrow's workshop? _____

_____

_____

5. Comments: _____

_____

_____

Reshaping Career Development Programs
City Workshop

(Day 2)

EVALUATION

1. Please evaluate each session by circling the response that best describes your opinion.

Session/Activity Title	Not Useful				Very Useful
Facilitating Change in Schools	1	2	3	4	5

2. What did you like about today's workshop? _____

_____

3. What would you have changed about today's workshop? _____

_____

4. Overall, is this kind of workshop useful? Why or why not? _____

_____

_____

5. Would you recommend this activity to other schools or school districts? Why or why not?

_____

_____

6. Do you have suggestions for future workshops? _____

_____

_____

7. Comments: _____

_____

Self-Study for Meeting Comprehensive Counseling and Guidance Program Standards

Utah State Office of Education
Salt Lake City, Utah

HIGH SCHOOL LEVEL

Self-Study for Meeting Comprehensive Counseling and Guidance Program Standards

This document is designed to help you determine how your school has progressed in the implementation of the comprehensive counseling and guidance program. When program implementation has progressed to the point that the program standards can be met, the school guidance team will complete this self-study and review it with the district Applied Technology Education Director and Student Services Director for recommendation of an on-site review.

A. Board Adoption or Approval

1. Has a school/district comprehensive counseling and guidance program model or manual been developed, submitted, and adopted by the local district board for approval?
2. Is there evidence of board approval (minutes, agenda, letter, etc.)?

   Date of board approval: _____

B. Advisory and Steering Committees

1. What evidence do you have that both an advisory and a steering committee have been organized and are functioning effectively?

   Evidence of Project Advisory Committee

   Frequency of meetings (monthly, quarterly, or semi-annually)
   Documentation of utilization (agendas, minutes, etc.)

   List Project Advisory Committee Members

   Evidence of Steering Committee

   Frequency of meetings (monthly, quarterly, or semi-annually)
   Documentation of utilization (agendas, minutes, etc.)

   List Steering Committee Members

C. Needs Assessment

1. Implementation

   The school has completed a formal guidance program needs assessment.
   ( ) Yes ( ) No

Data have been gathered from students, parents, and faculty.

The assessment study is not more than four (4) years old.
( ) Yes ( ) No

Date of last formal needs assessment: _____

2. Utilization

   Have the results of the needs assessment been used to prioritize counseling and guidance activities?

D. Time Allocation

1. What target time allocations have been established for your guidance program in the following areas? What rationale has been used in determining your target time allocations?

Component	*% of Target Time*	*% of Actual Time*
Guidance Curriculum	_____	_____
Individual Planning	_____	_____
Responsive Services	_____	_____
System Support	_____	_____

2. What is the total percent of counselor time currently devoted to direct services to students (Guidance Curriculum, Individual Planning, Responsive Services)?
   _____ percent

3. What evidence exists that all counselors are documenting the allocation of time (e.g., daily time logs, weekly/monthly calendars)? Have you built a full year school guidance program calendar that reflects your target time percentages?

E. All Students

1. Is the program developed to serve all students (including disadvantaged students, students with diverse ethnic or cultural backgrounds, students with disabilities, students with limited English proficiency, and academically talented students)? What evidence do you have to support this?

2. Describe how counselors are meeting with all students during the course of the school year (individually and in small groups). What evidence do you have to support this (average number of times counselors meet with all students, etc.)?

F. SEOP

1. Describe the school's SEOP process. Common elements of the SEOP process are . . .

   Coordinated guidance curriculum activities sequenced by grade level in areas of self-knowledge, education and occupation exploration, and career planning;

   Individual student assessment: aptitude, interest, and achievement;

   Parental involvement: annual individual and/or small group conferences with student, parent, and counselor;

   Well-defined objectives: goal setting, plans to attain goals; and

   Advisement.

2. Attach a copy of the SEOP planning document used by the school. Common elements of the planning document are . . .

   Evidence of school-to-work education and career goals;

   Written four-year plan connected to a postsecondary goal and an approved sequence of academic and applied technology education courses;

   Evidence of Board of Education graduation requirements;

   Evidence of student, parent, and counselor participation in the planning process; and

   Evidence of SEOP planning process activities.

3. Describe how your school's SEOP process is in compliance with your district SEOP policy and State Statute.

G. Comprehensive Nature of Program

1. Describe activities that have been developed and sequenced by grade level to respond to each of the 12 National Occupational Information Coordinating Committee (NOICC) Competencies. Explain how these activities demonstrate the comprehensive nature of the program (career classes, curriculum areas, counselor presentations, etc.).

2. How are the guidance curriculum activities directed towards the results of the needs assessment? Show evidence of this with samples of lesson plans and materials used by counselors and teachers that address competencies identified as high priority by the needs assessment.

Self-Knowledge Component

a. Understanding the influence of a positive self-concept

b. Skills to interact positively with others

c. Understanding the impact of growth and development

Educational and Occupational Exploration Component

d. Understanding the relationship between educational achievement and career planning

e. Understanding the need for positive attitudes toward work and learning

f. Skills to locate and evaluate and interpret career information

g. Skills to prepare, seek, obtain, maintain, and change jobs

h. Understanding how societal needs and functions influence the nature and structure of work

Career Planning Component

i. Skills to make decisions

j. Understanding the interrelationships of life roles

k. Understanding the continuous changes in male/female roles

l. Skills in career planning

H. Placement

1. Describe how students are developing job seeking and finding skills.

2. Describe how students access post high school placement information. Resources may include the following:

Utah *CHOICES*	Career Center	ATE Coordinator
Job Service	Career Fairs	Post High School Tour
District Outreach		

3. Describe how students are assisted in their post high school placement—connecting to a "next step" in education and/or training.

I. Responsive Services

1. Describe responsive services available to address the immediate concerns of students. Include prevention and intervention activities/programs developed to address concerns and needs of students as identified by teachers, parents, community members, etc. Some areas of focus may include the following:

   Dropout prevention
   Student Assistance Program
   Peer Leadership Team
   Community of Caring
   Character Education
   Drug and Alcohol - Prevention Dimensions Resource
   Abuse, grief, loss, death
   Suicide prevention
   Individual and group counseling
   Crisis intervention

2. How has the needs assessment been used in identifying areas of focus for responsive services?

J. Program Articulation

1. Describe the program articulation within the feeder school system.

2. What efforts have the middle/junior high and elementary schools made toward implementing a comprehensive counseling and guidance program?

K. Structural Components

1. Describe the adequacy of the following structural components:

   Guidance facilities
   Equipment, computers, etc.
   Resources, curriculum material (career information delivery systems, assessment materials, occupational information, etc.)
   Clerical support

2. Explain how you have worked with the school district as well as the school principal to establish a budget which adequately supports the program.

L. Inservice Training

1. Has the high school principal attended comprehensive guidance program training?

2. Have all members of the counseling staff and other key staff members (or guidance program team members) completed the comprehensive guidance program training?

3. Describe how you are working to inservice teachers and other key staff on program implementation.

M. Pupil/Counselor Ratio

1. Comment on the pupil/counselor ratio in the school as it relates to the delivery of direct services to students.

N. Additional Comments or Observations

1. Describe current successes of your guidance program as well as goals yet to be accomplished.

2. Are you taking time to evaluate each component of the guidance program?

3. What data do you have which positively support comprehensive guidance program implementation?

The school guidance team has prepared and reviewed this Self-Study.

SCHOOL GUIDANCE TEAM MEMBERS

Administrator	Date	Counselor	Date
Administrator	Date	Counselor	Date
Administrator	Date	Counselor	Date

Developed by the Utah State Office of Education, Salt Lake City.

Comprehensive Guidance Program Audit

ORGANIZATIONAL FRAMEWORK, ACTIVITIES, AND TIME

Conceptual Framework

Definition

- Is there a written statement of the program's mission?
  - For the district?
  - For the building?
- Is there a written framework that describes the program's activities?
  - For the district?
  - For the building?
- Is there a yearly program implementation calendar that lays out the guidance activities to be provided?
- Do school counselors develop and adhere to a weekly schedule?

Rationale

- Is the rationale for the program based on identified student needs, local policy, state and/or federal law, professional research and literature?

Assumptions

- Are the assumptions made about the school counselor's role and responsibilities explicitly stated?

Structural Framework

- Are committees organized and functioning effectively? Do they provide assistance in designing and implementing the guidance program?
- Are the guidance facilities and space adequate to allow for the program activities?
- Is there sufficient staff to implement the guidance program?

PROGRAM COMPONENTS

Guidance Curriculum

- Are guidance curriculum activities sequenced, integrated, and conducted at each grade level?

- Is the guidance curriculum articulated between the elementary, middle junior high, and high school levels?
- How many counselor-led guidance activities do students in each grade level participate in each year?

Individual Planning

- At what grade levels are students assisted in developing and monitoring their educational and career goals and plans (SEOP)?
- How are the SEOP activities organized?
- How are parents involved?
- Is there sufficient information available to support these activities? How is the information made available to students, parents, and teachers?
- How are students assisted in understanding assessment results and in applying this information to their goals and plans?

Responsive Services

- How do students access responsive services?
- What are the priorities for providing responsive services and how are these priorities determined each year?
- What topics are addressed through small group counseling activities? How are small group activities organized?
- Is there a written crisis management plan?
- How are students referred for assistance?

System Support

- How do counselors manage the guidance program?
- How often do counselors meet as a team in the building, with other counselors from neighboring buildings, and with other counselors from the same school level from across the district?
- Where and how are staff development offerings provided?
- How do parents and other community members learn about the guidance program?
- How do teachers and administrators learn about the guidance program?
- How do teachers and administrators access guidance program services?
- Is the program redefined and re-evaluated each year?
- What is the distribution of counselor's time among the program components?

Component	Percent of Counselor/Program Time
Guidance Curriculum	_____
Individual Planning	_____
Responsive Services	_____
System Support	_____
Non-Guidance	_____

- Is at least 80% of counselor time spent on direct services to 100% of the students?

CONTENT

- What content domains summarize the subject matter of your guidance program?
- Are there specific competencies identified for achievement at each grade level?
- How does the guidance team set priorities for addressing the competencies?

RESOURCES

Human

- What is the counselor/student ratio? How are counselors assigned to students and what is the rationale supporting those assignments?
- Is there a written counselor job description?
- Is there a counselor-appropriate performance improvement system in place, including performance evaluation and goal-setting for professional development activities?
- Are the guidance program leaders certified school counselors?
- Are the head counselor's roles and responsibilities clearly spelled out?
- Are recordkeeping systems efficient?
- Does the guidance team reflect the demographics of the community?

Financial

- Is there an adequate budget to support the guidance program to . . .
  - Buy or develop program materials?
  - Buy office supplies?
  - Provide staff development?

Political

- What does the local school board envision as the purpose and priorities of the guidance program?
- What does the district administration (superintendent and other senior staff members) envision as the purpose and priorities of the guidance program?
- Is the school board and district administration supportive of the guidance program?
- Are the counselors supportive of the guidance program approach? Are the counselors motivated to continuously improve the program?
- Are the counselors motivated to continually improve their performance?

Developed by the Utah State Office of Education, Salt Lake City.

APPENDIX B. PROJECT ADVISORY COMMITTEE MEMBERS AND U.S. DEPARTMENT OF EDUCATION STAFF

Project Advisory Committee Members and U.S. Department of Education Staff

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